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DOCTOR OF PHILOSOPHY

**Antecedents and Consequences of Job Satisfaction
Evidence from Pakistani Universities**

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DOCTOR OF PHILOSOPHY

Antecedents and Consequences of Job Satisfaction: Evidence from Pakistani Universities

Muhammad Ghafoor

2014

University of Dundee

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CHAPTER 1

INSTITUTIONAL CONTEXT: THE NATIONAL BACKGROUND OF PAKISTAN

1.1 Introduction

The expansion of access to higher education within a middle income economy, such as Pakistan, creates a wide range of difficulties. While structural changes can be made it remains the size, quality and motivation of those who work and create education who play the most significant role in this expansion. Academic staff perform different activities in their universities; include teaching, research supervision and publish research etc. and therefore it is essential to understand their work motivation and job satisfaction if we are to understand the means by which change can develop. This study seeks to quantify the importance of organizational commitment, culture and work motivation with respect to job satisfaction and finally, link these variables with the intention to leave in the context of universities in Pakistan.

In order to examine the nature of work and job satisfaction in universities within Pakistan there is a need to place these relationships within the institutional context in which these relationships emerge. This chapter seeks to, briefly, provide an institutional context for the questions of motivation and job satisfaction we wish to address. This chapter offers a chronological overview of political and economic development of Pakistan since independence. In particular, it describes the Higher Education system and its development in the national context, the formation and role of the Higher Education Commission (HEC) of Pakistan in faculty development and the difficulties of developing higher education in the country. In addition, it provides linkage to the current study.

The chapter is organized as follows, Section 1.2 provides some background information about the geographical, political and legal systems which exist in Pakistan and presents a brief overview of the economic indicators of national economy. Section 1.3 describes a few of the stylized facts about educational institutions in Pakistan and explains the higher education system in the Indo-Pak subcontinent; Section 1.4 introduces the role of public and private universities in student's enrolments. Section 1.5 describes the formation and role of HEC in faculty development in the country and provides an explanation for the difficulties of the HEC. Section 1.6 explains the prevailing salary structure of the academic staff in Pakistan. Finally, Section 1.7 turns to questions and linkages for this study.

1.2 Background information on Pakistan

Pakistan came into existence on 14th August, 1947 and joined a number of organizations, such as *The United Nations (UN)*, *The Economic Cooperation Organisation (ECO)*, *The Association of South East Asian Nations (ASEAN)*, *The South Asia Free Trade Area (SAFTA)*, and *The World Trade Organisation (WTO)*.¹ In 1949, an 'Objective Resolution' was approved by the Constitution Assembly to set out the laws of the country. Its preamble was as follows,

“Whereas sovereignty over the entire universe belongs to Allah Almighty [God] alone, He has delegated authority to the State of Pakistan; through its people to be exercised within the limits prescribed by Him is a sacred trust”.²

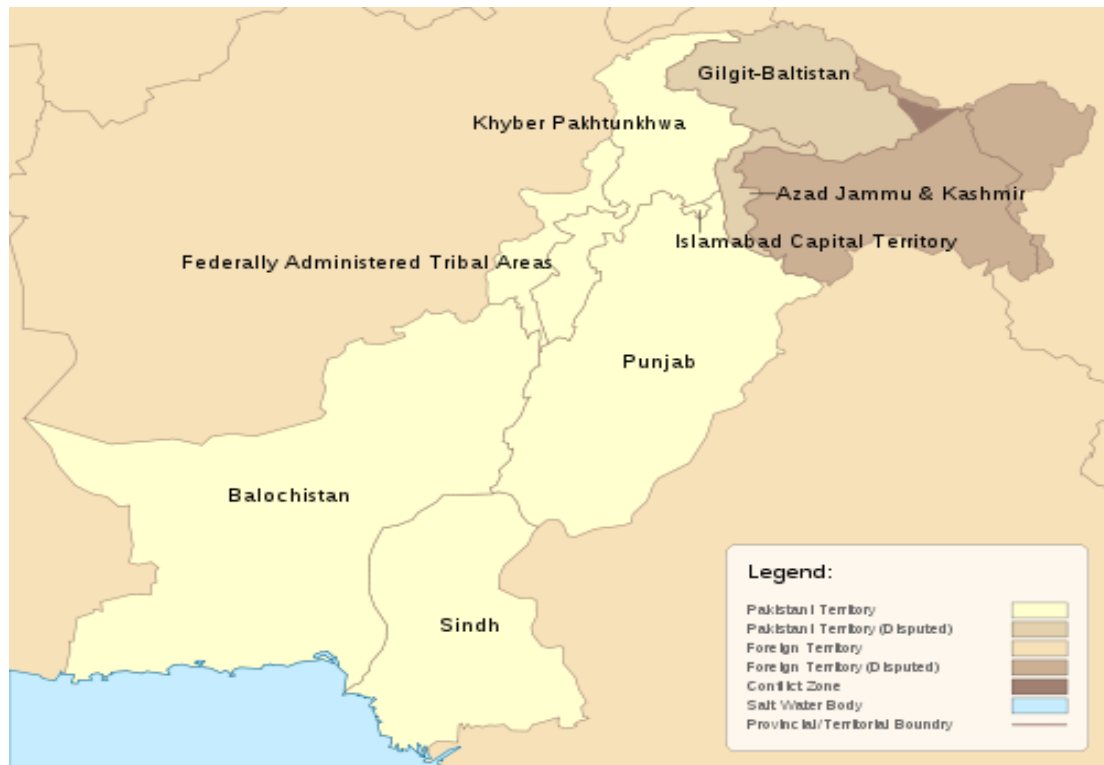
Therefore, 'Islam' was declared as the state religion that the masses would follow as part of their lifestyle. The state also permitted non-Muslims to practice their own religion.³

¹W. M. Dogar and S. M. Dogar, *Who is Who and What is What*, (Dogar Publishers, Urdu Bazar Lahore, 2014), pp. 259-282.

²Government of Pakistan (2013), *The objective resolution*, [online], Available from: <http://www.pakistani.org/pakistan/constitution/annex.html>, [14/03/2014].

Pakistan has four provinces [Punjab, Sindh, Khyber Pakhtunkhwa (previously known as NWFP) and Baluchistan] and a further three territories [Gilgit-Baltistan, Islamabad and Federally Administered Tribal Area]. The geographical location of the provinces and territories is shown in Figure 1.1.

Figure 1.1 Geographical locations of four provinces and three territories in Pakistan



Source, Google, (2014), *Map of Pakistan*, [online], Available from: <https://www.google.co.uk/search?q=map+of+pakistan>, [Accessed 26/03/2014].

Pakistan faced a wide range of political and economic problems following its formation. Between 1947 and 1975 Pakistan's development was hindered due to political instability, war with its neighboring country, martial law and a continuing legacy of colonial rule.⁴ In addition the period from 1973-77 also saw high inflation

³Government of Pakistan (2013), *Fundamental rights*, [online], Available from: <http://www.pakistani.org/pakistan/constitution/part2.ch1.html>, [Accessed 14/03/2014].

⁴F. Hussain and A. M. Qasim, "The Pakistani Equity Market in 50 Years, A Review," *The Pakistan Development Review*, Volume 36, Issue 4, (1997), pp. 863-872.

and ecological devastation due to floods in the country. This period also saw Pakistan divide further due to the separation of Bangladesh.

General Zia imposed the third period of martial law in 1977 and his period of leadership continued until 1988. Zia's governments supported the USA in its war with the Soviet Union and with US aid the economic indicators of Pakistani economy grew faster than previously (see Table 1.1). Prior to Zia's military rule by 1976, government's role in the economy had dramatically increased. All private sectors including educational institutions, domestic and private banks, rice-husking and flour mills were publicly owned.⁵ Under nationalization the share of private investment fell, and the share of public sector organizations rose to 75.0%. During the years of martial rule the private sectors were stimulated and public sector organizations were denationalized.⁶ After the end of military rule four different democratic governments ran Pakistan until 1998. The period 1988-98 was also significant in the country's history in that Pakistan became the 7th nuclear power in the world behind, USA, UK, Russia, France, China and India.⁷

Musharaf ruled the country from 1998 to 2008. He developed and implemented pro-American policies, for example, providing air and road routes for the US government in order to support the war in Afghanistan. Domestically military rule continued to see repressive measures taken against dissenting voices, for example the shooting at the Lal-Mosque in Islamabad and suspension of judges. Rapid economic growth continued with regard to key economic indicators (see Table 1.1).⁸ Pakistan's history since independence has been one of turbulent changes, military dictatorship, namely under

⁵M. U. Jamil, *Ideology and Dynamics of Politics in Pakistan*, (Evernew Book Palace, Urdu Bazar, Lahore, 2013), pp. 198-200.

⁶N. U. Khan, *Dividend policy and the stock market reaction to dividend announcements in Pakistan*, unpublished dissertation (PhD), University of Dundee, Scotland, United Kingdom, (2011), pp. 21-22.

⁷F. Hussain, and A. M. Qasim (1997), op. cit., pp. 863-872.

⁸M. U. Jamil, (2013), op. cit., pp. 346-347.

generals Mirza, Ayub, Zia and Musharraf. Democratic Governments were previously dismissed but now Pakistan has returned to a process of democratic government in the country.

Pakistan has a population of approximately 184.35 million and is the sixth most populous country in the world, contributing 2.71% in the world population.⁹ It comprises of 96.3% Muslims;¹⁰ the remaining minorities which include 1.6% Christians, 1.6% Hindus and 0.5% others.¹¹ The total area of Pakistan is 796,096 square kilometers and the national language is Urdu while English is used as the official language.¹² According to the 2012 UNESCO report, the literacy rate in Pakistan is 54%. UNESCO suggests that political instability, low investment in education and the curtailment of literacy projects are the major reasons for the low literacy rate in the country.¹³ Public spending on education remained in the range of 0.9% to 2.5% of Gross Domestic Products (GDP) from 1950 to 2010. As can be seen in the Table 1.1 spending on education as percentage of GDP in 2010 was 2.3%, while its neighboring country India spent 3.3% of its GDP on education in the same year. World Bank estimates suggest Pakistan is ranked 109th out of 114 countries for its level of public spending on education as percentage of GDP.¹⁴ The standing of Pakistan at 109 indicates that education has not been the priority of Pakistani Government.

⁹Government of Pakistan, (2014), *Pakistan Economic Survey 2012-13*, [online], Islamabad, Finance Division, Economic Adviser's Wing, Available from: finance.gov.pk.

¹⁰The last census was held in Pakistan in 1998 the percentages of Muslims and other minorities are according to the census of 1998.

¹¹W. M. Dogar and S. M. Dogar, (2014), p. 399.

¹²F. K. Khan, *Pakistan Geography, Economy and People*, New Edition, (Ameena Saiyid, Oxford University Press, Korangi, Karachi, 2008), pp. 1-13.

¹³UNESCO, (2012), *Why Pakistan needs a literacy movement*, Islamabad, UNESCO office Serena Business Complex, Islamabad, P.19.

¹⁴The World Bank, (2014), *Public spending on education*, [online], Available from: <http://data.worldbank.org/indicator/>, [Accessed 25/03/2014].

Table 1.1 Information about the Pakistani Economy from 1950-2010

Year	GDP ¹⁵ (\$ Billion)	Δ GDP (\$ Billion)	Spending on education as % of GDP	Δ Spending on educatio n as % of GDP	GDP Per capita (\$)	ΔGDP Per capita (\$)	Inflation %	Δ Inflation %	Import as % of GDP	Δ Import as % of GDP	Export as % of GDP	Δ Export as % of GDP	FDI \$ Million	Δ FDI \$ Million	Population (Million)	Interest Rate %
1950	-	-	-	-	-	-	-	-	-	-	-	-	-	-	74.6	3.0
1960	3.7	-	0.9	-	80.8	-	1.5	-	-	-	-	-	-	-	92.7	4.0
1970	10.0	6.3	2.5	1.6	165.4	84.6	5.3	3.8	14.6	14.6	7.7	7.7	23.0	23.0	114.1	5.0
1980	23.7	13.7	2.1	(0.4)	296.0	130.6	11.9	6.6	24.0	9.4	12.0	4.3	63.6	40.6	82.5	10.0
1990	40.0	16.3	2.5	0.4	360.0	64.0	9.1	(2.8)	23.0	(1.0)	16.0	4.0	245.2	181.6	112.0	10.0
2000	73.9	33.9	1.8	(0.7)	514.0	154.0	4.4	(4.7)	15.0	(8.0)	13.0	(3.0)	308.0	62.8	144.3	13.0
2010	177.4	103.5	2.3	0.5	1025.0	511.0	13.9	9.5	19.0	4.0	14.0	1.0	2018.0	1710.0	170.5	14.0

Source: The World Bank, (2014), World Economic Indicators of World Bank, [online], Available from <http://data.worldbank.org/indicator>, [Accessed 30/05/2014].

¹⁵Note: The negative values shown in parenthesis; Gross Domestic Product (GDP) is measured in real terms, FDI stands for Foreign Direct Investment, Interest Rate is the bank rate (discount rate) at the end of the period.

The following section now turns to the labor force and specifically that of the most significant region, the Punjab Province of Pakistan. The labor force of Pakistan is estimated at 57.24 million that is 31% of total population, lower than the world average of 40%.¹⁶ The Punjab region is the most populous region of Pakistan.¹⁷ While it covers 25.79% area of Pakistan it contributes 56.38% of total population and contributes 48.5% of the total labor force.¹⁸ The Punjab itself has 9 administrative divisions, 36 districts, 131 tehsils and 25,930 villages.¹⁹ This study is about the academic staff of Universities in Punjab region of Pakistan. It involves 40 universities comprises 22 public and 18 privates sector institutions.

1.3 Education in Pakistan

Pakistan Education Statistics 2007 reported that 245,682 educational institutions are working in the country with 164,579 (67%) in the public sector and 81,103 (33%) from private sectors. Out of all these institutes, 50% represents primary schools, 16% middle and 10% high schools, while 4.95% are Deeni Madaris (school of religious education) and 1.2% are vocational institutions. Student's enrolment and teaching staff is reported at approximately 34.84 million and 1.31 million, respectively.²⁰

As far as higher education is concerned, it is "Any form of education which is given by the post-secondary level of institutes greater than 12 years of education".²¹ This may be in the form of a diploma, a degree or certificate and means the term Higher Educational

¹⁶Government of Pakistan, (2014), op. cit., p. 155 and F. K. Khan, (2008), op. cit., p. 199.

¹⁷Government of Pakistan, *Pakistan Economic Survey 2007-2008*, Islamabad, Finance Division Economic Advisor's Wing, Available from: finance.gov.pk., (2009), p. xxxv.

¹⁸N. A. Khalid, *Pakistan A study of Geographical Environment Economy and Human Resources*, (Azeem Academy Publishers and Book sellers, Urdu Bazar Lahore, 2010), p. 316.

¹⁹Ibid., p. 3.

²⁰Government of Pakistan, (2010), op. cit., pp. 169-175.

²¹U. A. Isani, *Higher Education in Pakistan, A historical-futuristic perspective*, unpublished thesis (PhD), National University of Modern Languages, Islamabad, (2001), p. 5.

Institutes (HEIs) not only includes colleges and universities but also those schools which provide advanced technical skills in the areas of medicine, business, art, law and engineering etc. The history of higher education in the subcontinent is not very old. It began with the establishment of three universities in 1857, (i) The University of Bombay, established on 24th January 1857; (ii) The Calcutta University on 18th July 1857 and (iii) Madras University established on 5th September 1857. These universities were based on the model of London University and were responsible for the conduct of exams across the entire region. Later, in 1882, the University of the Punjab was established on 14th October 1882 in Lahore followed by Allahbad University, on 23rd September 1887. By the time of the separation of India and Pakistan in 1947, there were 20 universities in the region.²² The following section describes the role of public and private sector universities in education at Pakistan.

1.4 The Role of Public and Private Universities in Education at Pakistan

The number of universities in Pakistan has expanded since 1947. Before the establishment of the Higher Education Commission (HEC), only 74 universities were in existence; by 2010 however there were 132 comprising of 73 public and 59 private sector universities (see Table 1.2).²³ These universities represent the 0.78% of the 17000 world total universities and thus while Pakistan constitutes almost 3% of the world's population it has less than 1% of the world's universities.²⁴

²²A. Ali, *A study of the academic functioning of the universities in Pakistan*, unpublished thesis (PhD), University of Sargodha, Punjab, Pakistan, (2005), p. 16.

²³HEC, *The Genesis, Higher Education Report of Pakistan (HEC) 2002-2008*, Islamabad, (2010), p. 23.

²⁴EUA, *EUA Report of Rankings 2011, Global University Ranking and their Impact*, European University Associations, (2011), p. 24.

Table 1.2 Universities in Pakistan since 1947-2010

Years	Public	Private	Total Universities
1947-1957	4	-	4
1957-1967	10	-	10
1967-1977	18	-	18
1977-1987	23	2	25
1987-1997	30	15	45
1997-2002	49	25	74
2002-2010	73	59	132

Source: HEC, *universities in Pakistan*, [online], Available from: <http://www.hec.gov.pk/InsideHEC/Divisions>, [Accessed 22/04/2014].

While there has been a rapid increase in the total number of universities in Pakistan since 2001 the contribution of private sector universities towards student's enrolments has remained almost static ranging from 23% to 25%, respectively (see Table 1.3).

Table 1.3 Student Enrolments in Public and Private Sector Universities

Years	% of student's enrolments in public sector universities	% of student's enrolments in private sector universities
2001-02	76	24
2002-03	75	25
2003-04	77	23
2004-05	76	24
2005-06	75	25
2006-07	75	25
2007-08	76	24

Source, HEC Report (2010)

Table 1.3 therefore demonstrates the major contribution in the enrolments of the students continued therefore to be in the hands of public sector universities. Although the contribution of the private sector universities has been insufficient but their role in education sector cannot be ignored.

At Pakistan, in 2002, the total enrolments at higher educational institutes (both colleges and universities) numbered 4,075,000 representing 2.6% of the population while the

enrolment into university was only 1,035,000 students, less than 1% of the population. By 2008, while the total enrolments in higher educational institutes had risen to 8,075,303 the enrolment at higher educational institutes but still only amounted to 4.4% of the population.²⁵ Already by 2002, the comparable figures were 10% in India and 68% in South Korea. Similarly, seven developing countries namely; Argentina, Brazil, Egypt, Iran, Mexico, Thailand, and Ukraine are also seeing between 1-2 million students in HEIs.²⁶

In Pakistan, over the last decade, greater progress has been made in expanding higher education with student enrolment doubling. This has been achieved through two main developments; 1) before 2000 the number of universities was low, thus a major expansion in the number of institutions has taken place from 74 in 2000 to 132 by 2010. 2) While these new universities have been created they have been able to do so through the conversion of existing colleges with upgraded faculties and the awarding of university status. In contrast to other developing economies who have accommodated growing student numbers via the creation of ‘mega universities’ e.g. the National University of Mexico and the University of Buenos Aires in Argentina, each of which accommodates more than 200,000 students,²⁷ Pakistan, has opened sub-campuses of existing public sector universities. In the last decade, eighteen sub campuses have been opened in different cities (e.g. Gujranwala, Sahiwal, Kala-Shah Kaku, etc.) under the control of existing public sector universities. Although these sub campuses are not sufficiently established to work independently of the administration of their parent organizations, they are nevertheless highly autonomous²⁸

²⁵HEC (2010), op. cit., p. 55.

²⁶The World Bank Report, (2000), op. cit., p. 27.

²⁷Ibid. p. 37.

²⁸HEC (2010), Report, op. cit., p. 57.

Social and cultural constraints has meant that while university education has increased generally this has not been so rapid for women's education; particularly in rural areas where it has been intentionally neglected. A recent World Bank report indicated that women represent approximately 40% of the global labour force and more than half of the world's university students.²⁹ Yet the share of female students in HEIs for developing countries has only increased from 32% to 45% from 1965 to 1995.³⁰ Within Pakistan the encouragement of women's participation in higher education has matched this average for the developing world with an increase from 38.84% of university enrolment in 2001-02 to 46.17% by 2007-08.³¹

1.5 Higher Education Commission of Pakistan

As with other nationalised parts of the Pakistani economy before 1977, only the public sector had responsibility for higher education in the country and during this period the Universities Grant Commission (UGC) was established to monitor and fund their activities. After 1980, the private sector was encouraged to operate within the academic sector.³² A Task Force on Higher Education (TFHE) was established to study and recommend reforms for the improvement in the higher education system within Pakistan. The recommendations of the Committee on Higher Education were translated into action through the Presidential Ordinance LIII of 2002. The HEC of Pakistan was established on September 11, 2002 for managing the educational issues of public and private universities in the country and ultimately, the HEC of Pakistan became an independent autonomous body under its own commission, with only the Prime Minister retaining a controlling authority. Atta-ur-Rehman was appointed as the first Chairman

²⁹The World Bank, *World Development Report 2012, Gender Equality and Development*, Washington, D.C. USA, (2011), p. xx.

³⁰The World Bank Report, (2000), op. cit., p. 28.

³¹HEC, (2010), op. cit., p. 54.

³²HEC (2010), Report, op. cit., p. 191.

of the HEC of Pakistan and was honoured with the status of Federal Minister. All HEC members were considered to be Government servants.³³

A key area of focus for the HEC was on faculty development programs to increase the supply of trained academic staff. In the short term the HEC established a Learning Innovation Department (LID) responsible for faculty hiring, exchange, visiting scholar programme and the provision of training to academic staff in areas of pedagogical skills. In the longer-term the HEC provided a series of indigenous and foreign scholarships.

1.5.1 Indigenous Scholarships

The primary objective of the indigenous scholarships scheme was to produce local PhD's to strengthened universities academic rigour. Only those institutes and universities who had sufficient numbers of HEC approved supervisors were allowed to enrol HEC scholars. The subject-wise break down of the indigenous PhD Scholarships is given in Tables 1.4 below.

Table 1.4 Subject-wise break down of Indigenous PhD Scholarships 2003-2008

Disciplines	2003-04 Batch-I	2004-05 Batch-II	2006-07 Batch-III	2007-08 Batch-IV	Total
Agriculture & Veterinary Sciences	65	83	111	194	453
Biological & Medical Sciences	58	158	119	251	586
Arts & Humanities	32	58	81	60	231
Social Sciences	80	128	133	84	425
Physical Sciences	271	290	332	480	1373
Engineering & Technology	60	50	75	111	296
Business Education	40	43	37	32	152
Total	606	810	888	1,212	3,516

Source, HEC Report (2010)

³³HEC (2010), Report, op. cit., pp. 192-200.

Table 1.4 highlights that the HEC awarded 3,516 PhD scholarships from 2003 to 2008 with almost 40% in the area of the physical sciences.³⁴

1.5.2 Foreign Scholarships

In addition to the indigenous scholarships, the HEC started offering Foreign Scholarships in 2003. Rising from 89 in 2003 to 1170 in 2008 a total of 2,825 were awarded by 2008 (see Table 1.5). These scholarships with over 40% in engineering and technology were also granted in various disciplines such as Life Sciences, Arts & Humanities, Social Sciences, Physical Sciences and Business Education. These involved scholarships in countries like the USA, UK, Germany, France, Sweden, Australia and New Zealand.

Table 1.5 Foreign Scholarships Discipline-wise Award 2003-2008

Disciplines	2003	2004	2005	2006	2007	2008	Total
Life Sciences	5	24	66	63	199	295	652
Arts & Humanities	0	1	4	17	20	44	86
Social Sciences	0	10	25	27	36	133	231
Physical Sciences	28	67	53	89	105	184	526
Engineering & Technology	55	53	135	207	310	449	1209
Business Education	1	3	6	19	27	65	121
Total	89	158	289	422	697	1,170	2,825

Source, HEC Report (2010)

The HEC of Pakistan scholarship programme included a clause which ensured that after the completion of PhD, students return to Pakistan and serve a minimum of five years at local universities.³⁵ Besides this, the Government of Pakistan revised the higher qualifications allowances, until 2005, PhDs and MPhil received a qualification

³⁴HEC (2010), Report, op. cit., p. 47.

³⁵HEC, (2013), *Terms and conditions for the award of Scholarships*, Higher Education commission of Pakistan, [online], Available from: <http://www.hec.gov.pk/InsideHEC/Divisions/HRD/Scholarships>.

allowance of Rs.1500/- and Rs.500/- which has now been increased to Rs.10,000/- and Rs.5,000/- respectively.³⁶

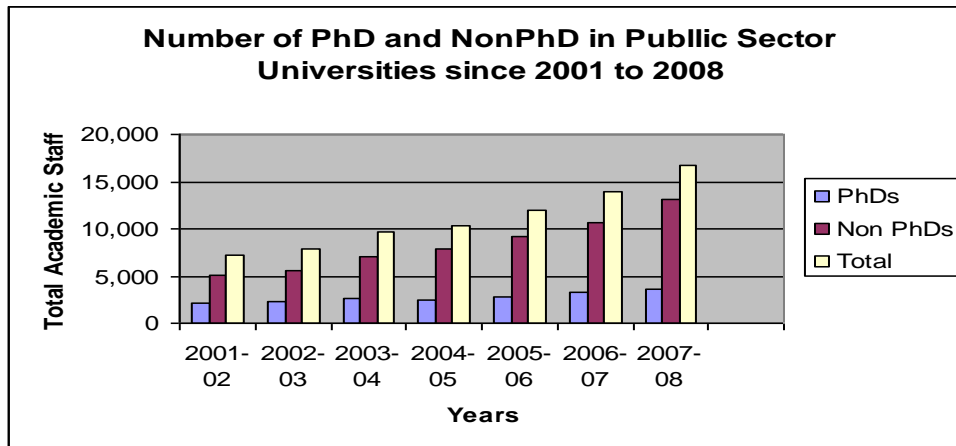
1.5.3 Difficulties of Higher Education Commission of Pakistan

The HEC has sought to increase access to higher education in Pakistan via the expansion of the number of institutions and student enrolment. In order to generate sufficient supply of academic staff to teach to these rapidly rising numbers of students the HEC has both sought to increase the quality of academic staff numbers via the development of scholarship programmes, as described above and to address the difficulties of retaining trained staff within the higher education industry. An examination of the changes in the pay scales for academic staff demonstrates how this has occurred.

Pakistani universities have faced a long-term shortage of academic staff members across a wide range of academic disciplines. Before 2000, the total number of academic staff in Pakistan was 5,409 but, by the end of 2008, the total number of academic staff of public sector universities had increased to 16,752. Figure 1.2 shows the total numbers of PhD and non-PhD faculty members in public sector universities from 2001 to 2008.

³⁶University of the Punjab, *University employees, Qualification Allowance*, Lahore, Punjab, Pakistan, Part V, (2013), p. 435.

Figure 1.2 PhD and Non-PhD Faculty Members in Public Sector HEIs from 2001 to 2008



Source, Higher Education Commission of Pakistan Report (2010), p. 51

Over the last decade, the ratio of Non-PhD to PhD academic staff has increased with respect to total academic staff at universities in Pakistan. The requirement for more academic staff to be research active, and gain PhDs, acts a major impediment to the continued expansion of the public higher education system in Pakistan. Already by 2010, the comparable figure was 600 HEIs³⁷ with approximately 95,590 faculty members in India³⁸ and 376 HEIs with approximately 60,000 faculty members and more than 1/3 having foreign PhDs are performing their duties in South Korea.³⁹

During this period, (2002-08), the HEC undertook a revision of the pay structure for qualified academic staff, those with a PhD, by placing them directly onto the Basic Pay Scale at point 19 and introduced a Tenure Track System (TTS). Before moving on to

³⁷Higher Education Summit, *Private sector participation in Indian higher education FICCI Higher Education Summit*, (2011), p. 9.

³⁸University Grants Commission, *Annual Report 2009-10*, University Grants Commission, Bahadurshah Zafar Marg, New Delhi, India, (2011), p. 320.

³⁹ Border less Report, *The higher education sector in Korea: What you see is not always what you get*, Newsletters, [online], Available from: http://www.obhe.ac.uk/newsletters/borderless_report, South Korea, (2011).

consider the pay scale a little consideration should be given to the TTS that was introduced in 2004. It is applicable to both new entrants and existing academic staff who were already qualified to PhD level. The salary scales of TTS of Professors, Associate Professors and Assistant Professors are given in Table 1.6 below. As can be seen a steep gradient now exists between the differing academic grades whose aim is to develop a career path for qualified staff working within the university sector.

Table 1.6 Tenure Track System Salary per month at Pakistan in 2004

Rank	Salary Scales in Rs and US \$						Stages
	Minimum Rs. \$		Annual increment Rs. \$		Maximum Rs. \$		
Professor	180,000	3051	8,800	149	312,000	5288	15
Associate Professor	120,000	2034	7,000	119	225,000	3814	15
Assistant Professor	80,000	1356	5,500	93	162,500	2754	15

Source, HEC Report (2010)

Note, The conversion rate of approximately 1 US \$ = Rs. 59/-, dated, 01.07. 2004.

The following section offers information on the salary structure of academic staff.

1.6 Salary structure of academic staff in Pakistan

The Government of Pakistan revised the national Basic Pay Scales (BPS) of academic staff in 2011 in response to academic demands for improved pay structures. All academic staff members within public sector universities are treated under the same pay scale as other Government Departments at Pakistan. However, the BPS was not applied to private sector universities who were allowed to follow their own salary structures. In Table 1.7 below we provide the most recent salary structure. A university lecturer starts his/her career at BPS 18, Assistant Professors 19, Associate Professor 20 and a Professor at BPS 21.

Table 1.7 Monthly Salary Structures of Academic Staff in Pakistan

BPS	Minimum 2011US \$		Annual Increment 2011 US \$		Maximum 2011US \$		Stages
18	20000	232.56	1500	17.44	50000	581.40	20
19	31000	360.47	1600	18.60	63000	732.56	20
20	36000	418.60	2350	27.33	68900	801.16	14
21	40000	465.12	2600	30.23	76400	888.37	14
22	43000	500.00	3050	35.47	85700	996.51	14

Source, Annexure to O.M. No.F.1 (5) Imp/2011-419, [online], Available from <http://www.pakworkers.com/news/notification-of-revised-pay-scale-2011>, [Accessed 26/05/2012]. Note, The conversion rate of approximately 1 US \$ = Rs. 86/-, dated 04.07.2011.

The BPS has always been supplemented by a range of allowances, normally universities pay three main allowances; house rent, conveyance and medical. While deductions including a general provident fund and group insurance are made from the gross pay levels the net monthly salary comes to approximately double that set in the BPS. While the HEC has acted to seek to the participation of academic staff within the higher education system through the development of a tenure track employment system and participation in the Government Basic Pay Scale the expansion of higher education has not been met with an expansion of qualified staff.

1.7 Linkages to current study

The limited success of the HEC's structural reforms on scholarships, tenure and pay leads us to consider that a wider set of factors are important in the recruitment, training and retention of academic staff in Pakistani universities. It is this aspect of the antecedents and drivers of job satisfaction that this study seeks to address. The significance of human assets cannot be ignored as it has a central role. Human assets have feelings, attachments, attitudes and behaviour so, it is necessary to measure outcomes in work e.g. academic staff job satisfaction, organizational commitment and the intention to leave in order to reveal the wider policy considerations that may lead to

a successful expansion of higher education. Wagner & Gooding found that the productivity of any institute depends upon employee satisfaction.⁴⁰ Moreover, the significance of an individual's commitment to an organisation may not be ignored. Indeed, Tella et al suggest that an absence of job satisfaction may become the reason for a reduction in organizational commitment. Lower levels of job satisfaction may also be the cause of switching from one job to another or from public to private and private to public.⁴¹ This study thus seeks to consider the connection between academic staff behaviour, in the form of job satisfaction and organizational commitment, but in addition recognises that the behaviour of the organization should also be recognised. In other words, organizational culture may hold a key significance to shaping the behaviour of the individual. Ott suggests organizational culture means the way of thinking, behaving and working in an organization of the employee.⁴²

This chapter has offered a chronological institutional overview of the political, legal and geographical systems which exist in Pakistan since 1950. It provided insight into the significance of education and higher education in the Indo-Pak subcontinent. The HEC of Pakistan is one of the supreme commanding authorities. The chapter identified several of the measures taken by the HEC of Pakistan in faculty development including a promising move by the HEC of Pakistan to award foreign and indigenous scholarships. The following chapters now turn to our understanding of critical literatures on Labour Process Theory, Well-Being, Motivation, job satisfaction and demographic characteristics in this study.

⁴⁰J. A. Wagner and R. Z. Gooding, "Shared influence and organizational behaviour, a Meta-analysis of situational variable expected to moderate participation outcome relationship", *Academy of Management Journal*, Volume 30, Issue 3, (1987), pp. 524-541.

⁴¹A. Tella, C. O. Ayeni and S. O. Popoola, "Work Motivation, Job Satisfaction and Organizational Commitment of Library personnel in academic and research libraries in Oyo state, Nigeria", *Library philosophy and practice*, (2007), p. 9.

⁴²J. S. Ott, *The organizational culture perspective*, Brooks/Cole Publishing Company, Pacific Grove, California, (Richard D. Irwin, Incorporation, 1989), p. 1.

CHAPTER 2

JOB SATISFACTION

2.1 Introduction

The study of human labour and its social organisation is central to our understanding of the development of human work and satisfaction. Anthropologists have placed the transition from nomadic hunter-gather to settled agricultural societies as a key transition in the development of culture, social hierarchy, inequalities and civilisation.⁴³ In the modern world with the rise of capitalism the focus on the organisation of work, the development of hierarchy within firms and the relationships between workers and employers have all become of central importance to a wide range of academic disciplines, including sociology, management and economics. Within the developing parts of the world in the Twenty First Century the question of organising work in order to facilitate growth and development is of still greater importance. Middle income economies, such as Pakistan, future lies with satisfying both the demands created by the basic needs of a large and growing unskilled urbanising population and the higher level needs generated by a small, yet growing, educated and skilled workforce.

The purpose of this chapter is to briefly examine our understanding of work and the social organisation of employment within the critical literatures on Labour Process Theory, Well-Being and Motivation in order to contrast them with the literature within

⁴³ See for example Burke-Leacock, E., *Myths of Male Dominance, Collected articles on women cross-culturally*, (Illinos, USA, Haymarket, 2008). Childe, G. V., *What Happened in History*, (London, Penguin, 1965). Flannery, K. and Marcus, J., *The Creation of Inequality, How our prehistoric ancestors set the stage for monarchy, slavery and empire*, (Cambridge, Mass, Harvard University Press, 2012). Golson J. and Gardner D. S., "Agriculture and Sociopolitical Organization in New Guinea Highlands Prehistory", *Annual Review of Anthropology*, Volume 19, (1990), pp. 395-417. Shalin, M. D., *Stone-Age Economics*, (London, Routledge, 1988). and Cook, S., 'Structural Substantivism, A Critical Review of Marshall Sahlins' Stone Age Economics', *Comparative Studies in Society and History*, Volume 16, Issue 3, (1974), pp. 355-379.

Human Resource Management. In doing so this chapter seeks to both contextualise the discussion of work within a historical framework and develop an understanding of the role of motivation theories for job satisfaction. This chapter then forms part of a wider study of job satisfaction focussing specifically upon its importance for the development of higher education within Pakistan. In particular, this chapter seeks to identify the way in which job satisfaction can be quantified using its facets (pay, opportunities for promotion, supervision and co-worker's relationship) but requires its contextualisation whereby demographic characteristics (gender, age, qualifications, teaching experience, rank/designation, job status and net monthly salary) are shown to provide measures of this context.

2.2 Labour Process Theory

For Marx⁴⁴ labour is “an activity that alters materials from their natural state to improve their usefulness”. Thus all value is created out of human labour and the transformation of materials into new forms, ‘use and exchange values’, which enter into the market as commodities. The subject of labour is all the raw material of nature that is treated by labour. The role of the labour process is then the social production of use and exchange values and in the view of Marx depends upon three factors, i.e., “the personal activity of man”, meaning labour power, “the subject of that work”, meaning the raw materials subject to labour power and of most importance for this discussion “its instruments”.⁴⁵ By instrument Marx refers to the social organisation of work through the co-ordination of the means of production whose properties (physical, chemical and mechanical) an

⁴⁴Karl Heinrich Marx was a German Philosopher born in Germany and then moved first to France and then United Kingdom.

⁴⁵K. H. Marx, *Capital A Critique of Political Economy*, Volume 1, (The Modern Library, 1906), pp. 197-198.

individual utilises through the development of wage labour.⁴⁶ The work of Marx was considered as the foundation for a later generation of intellectuals including Thompson,⁴⁷ and Braverman⁴⁸ whose focus upon “Labour Process Theory” has been widely used and discussed since 1996 by Ackroyd,⁴⁹ Desai,⁵⁰ Gains and Domagalski,⁵¹ Jaros,⁵² O’Doherty,⁵³ Rowlinson and Hassard,⁵⁴ Jaros,⁵⁵ Taylor, D’Cruz, Noronha and Scholarios,⁵⁶ Thompson and Smith,⁵⁷ and Wray-Bliss.⁵⁸

Edward Palmer Thompson British historian, writer, socialist and best known for his work *The Making of the English Working Class*, was a pioneer of this approach. *The Making of the English Working Class* explored labour history in relation to the history of late 18th and early 19th century England.⁵⁹ The primary aim of his study was to focus on work processes of workers in the transition to mill and factory work. He particularly threw light on how the workers started their working life and he also explored how manual work was replaced by automation.

⁴⁶K. H. Marx, *Capital A Critique of Political Economy*, Volume 1, (The Modern Library, 1906), p. 199.

⁴⁷P. Thompson, *The Making of the English Working Class*, (Victor Gollancz Limited, 1964)

⁴⁸H. Braverman, *Labor and Monopoly Capital, The degradation of work in twentieth century*, (Monthly, Review Press, New York 1998)

⁴⁹S. Ackroyd, “Labor Process theory as ‘Normal Science’”, *Employee Response Right Journal*, Volume 21, Issue 3, (2009), pp. 263-272.

⁵⁰R. Desai, “Understanding Management control Systems in call centres”, *International Journal of Productivity and Performance Management*, Volume 58, Number 8, (2010), pp. 792-810.

⁵¹J. Gains and T. A. Domagalski, “An Alternative Employee Rights Paradigm, Labour Process Theory”, *Employee Response Rights Journal*, Volume 6, Number 3, (1996), pp. 177-192.

⁵²S. Jaros, “Skill Dynamics, Global Capitalism, and Labour Process Theories of Work”, *Tamara Journal*, Volume 5, Issue 5.1., (2005), pp. 5-16.

⁵³D. P. O’ Doherty, “Revitalising labour process theory, A prolegomenon to fatal writing”, *Culture and Organization* Volume 15, Number 1, (2009), pp. 1-19.

⁵⁴M. Rowlinson and J. Hassard, “Marxist Political Economy, Revolutionary Politics, and Labor Process Theory”, *International Studies of Management and Organization*, Volume 30, Number 4, (2001), pp. 85-111.

⁵⁵S. J. Jaros, “Labor Process Theory A Commentary on the debate”, *International Studies of Management and Organization*, Volume 30, Number 4, (2001), pp. 25-39.

⁵⁶P. Taylor, P. D’Cruz, E. Noronha and D. Scholarios, “The experience of work in India’s domestic call centre industry”, *The International Journal of Human Resource Management*, Volume 24, Number 2, (2013), pp. 436-452.

⁵⁷P. Thompson and C. Smith, “Waving, Not Drowning, Explaining and Exploring the Resilience of Labour Process Theory”, *Employee Response Rights Journal*, Volume 21, Issue 3, (2009), pp. 253-262.

⁵⁸E. Wray-Bliss, “Interpretation--Appropriation, (Making) an Example of Labor Process Theory”, *Organizational Research Methods*, Volume 5, Issue 81, (2002), pp. 81-103.

⁵⁹E. P. Thompson, *The Making of the English Working Class*, (Victor Gollancz Limited, 1964).

A key argument underlying these approaches are three ‘immanent laws’ of the labour process under capitalism (i) labour is divided into manual and intellectual activities in order to ensure the capitalist manager gains control over the production process; (ii) hierarchy is created in the production process to the capitalist manager is capable of enforcing their decisions; and (iii) the deskilling of labour aims to reduce or remove power from workers within the production process.⁶⁰ Marxist analysis therefore identifies human labour power as the power that generates value but the conception and execution of that labour power remains under the control of capital. Thus hierarchy and deskilling are the outcomes of capitalistic objectives within the production process.⁶¹ In the case of intellectual activities where more conceptual skills are required, as compared to manual activities, hierarchy provides a continual process whereby the organisation of labour is further revolutionised such that it permits the further deskilling of labour and reduces skilled labour into first semi-skilled and then unskilled labour.

Braverman’s *Labor and Monopoly Capital* was primarily concerned with the “production and organization of work”.⁶² Braverman quoted in the book of Wardell, Steiger and Meiksins, *Rethinking the Labour Process* defined a labour process as a “means by which objects, people, tools, knowledge and tasks are organized so that they are transformed into different objects or services having some value for others”.⁶³ Furthermore, Braverman described “deskilling” as a process where skilled work is eliminated due to the introduction of technologies which can be operated by unskilled

⁶⁰Brighton Labour Process Group, “The Capitalist Labour Process”, *Capital and Class* 1, (1977), pp. 3-22.

⁶¹P. Thompson, “The Capitalist Labour Process; Concepts and Connections”, *Capital and Class*, Volume 34, Issue 1, (2010), pp. 7-14.

⁶²H. Braverman, *Labor and Monopoly Capital, The degradation of work in twentieth century*, (Monthly, Review Press, New York 1998), p. ix.

⁶³H. Braverman, “Labour process, Moving Beyond Braverman and the Deskilling Debate”, in M. Wardell, T. L. Steiger and P. Meiksins, “*Rethinking the Labour Process*”, (State University of New York Press, 1999), p. 4.

or semi-skilled workers. He concluded, “deskilling reduces the investment in human capital”.⁶⁴

It is in this historical perspective whereby a continual revolutionising of the labour process is undertaken that we can identify the linkages between a Marxist view of the labour process and contemporary human resource management.⁶⁵ Taylor published *The Principles of Scientific Management* in 1911. The views of Taylor were in opposition to Marx and focused upon the role of piece rates (an employee is paid a fixed amount for each unit produced) in order to link employee’s prosperity with the organization’s prosperity through employee productivity.⁶⁶ Thus Taylor developed a marginalist analysis of labour hostile to the Labour Theory of Value. While hostile to one another there is an important link between Labour Process Theory and Human Resource Management (HRM). Labour Process Theory deals with the production and organization of work while HRM, from a marginalist perspective, provides guidelines, strategies and their implementation to achieve organizational goals.⁶⁷

Thus while Braverman talked about “deskilling” he under-played “reskilling”, the acquisition of new skills to perform the job.⁶⁸ The dynamic nature of capitalism requires new skills to be developed. Prskawetz et al., suggest that “human capital mainly includes the stock of skills and knowledge”.⁶⁹ We cannot therefore ignore the idea of “reskilling” because it deals with acquiring of new skills and as Robbins describes

⁶⁴H. Braverman, *Labor and Monopoly Capital, The degradation of work in twentieth century*, (Monthly, Review Press, New York 1998), p. xiii.

⁶⁵ Fredrick Winslow Taylor worked on Scientific Management and was an American Mechanical Engineer.

⁶⁶F. W. Taylor, *The Principles of Scientific Management*, (Harper and Brothers Publishers, New York, 1911), pp. 9-10.

⁶⁷J. Bratton & J. Gold, *Human Resource Management, Theory and Practice*, 4th Edition (Palgrave Macmillan, London, 2007).

⁶⁸J. B. Foster, “Introduction to the New Edition”, in H. Braverman, *Labor and Monopoly Capital, The degradation of work in twentieth century*, (Monthly, Review Press, New York 1998), p. xiii.

⁶⁹A. Prskawetz, and et al., *population Aging, Human Capital Accumulation and Productivity Growth*, (printed in United States of America, A supplement to Volume 34, 2008), p. 149.

technical, human and conceptual skills are required at different levels of management. These skills seek to bring increases in the productivity of the employees and therefore the surplus value generated.⁷⁰

In the divergent views of Thompson and Braverman or Taylor supervision is essential, but, as Hawthorn recognises self-motivation can be more important than supervision and physical conditions can be less important than informal interaction among group members for skilled workers.⁷¹ Hawthorn provides a useful insight for our study by throwing light on self-motivation and informal interaction among group members. Both self-motivation and informal interaction among academic staff may be essential for the organization because it may act as an alternative to the supervision for academic staff. Informal interactions among academic staff may lead to internal satisfaction and self-motivation, which may then be expected to be linked to job satisfaction. This view is supported empirically by Ahmad, Nawaz, Iqbal, Ali, Shaukat and Usman.⁷²

In applying some of these ideas to our study we can examine the extent of supervised and self-motivated work at Higher Educational Institutes in Punjab, a province of Pakistan. According to the Labour Process Theory academic staff provide services which cannot be separated from the service deliverer or work itself. We can readily identify the labour that transforms knowledge in such a way that it has value for others in the case of universities whereby academic staff transforms knowledge into a useful form to their students. While Braverman focused upon deskilling Meiksins suggests that there are different types of skill which are essential for different levels of

⁷⁰S. P. Robbins & M. Coulter, *Management*, Ninth Canadian Editions (Pearson Education Canada Incorporation, 2009), pp. 1-20.

⁷¹Hawthorn, "Management Yesterday and Today", in S.P. Robbins and M. Coulter, *Management*, Eight Edition, (Agha Jee Printers Islamabad, 2007), p. 63.

⁷²I. Ahmad, M.M. Nawaz, N. Iqbal, I. Ali, Z. Shaukat and A. Usman, "Effects of Motivational Factors on Employees Job Satisfaction a Case Study of University of the Punjab, Pakistan", *International Journal of Business and Management*, Volume 5, Number 3, (2010), pp. 70-80.

management, e.g. technical skills for lower level, interpersonal skills for middle level and conceptual skills for top level management.⁷³ Within higher education “reskilling” for academic staff suggests a continuous increase in knowledge is required to enable staff to perform their duties efficiently.

Deskilling cannot then be simplistically applied to Pakistan particularly in an academic environment because Pakistan is a developing country and its universities are in their growth stage. As we show in Chapter 1 within the last decade universities in Pakistan increased in number from 59 to 132⁷⁴ and academic staff expanded from 7239 to 16752.⁷⁵ In this growing industry, the manual activities have been replaced with automation and less qualified academic staff have been replaced with highly specialized academic staff. However, in our study deskilling can nevertheless be partially applied. Universities are not only relying upon technology operated by semi-skilled workers but the technology is also operated by specialised personnel assisted by semi-skilled workers e.g. a Network Administrator with assisting staff. While Woodward suggested, unskilled workers need two to twelve weeks to become semi-skilled it takes years to be skilled.⁷⁶ The personnel qualified from these universities need continuous reskilling in order to maintain their abilities over time. Reskilling is, therefore, important for our study. For this purpose we wish to examine the level of job satisfaction among trained and untrained academic staff; researcher and non-researcher academic staff; supervisors and evaluators of MPhil and PhD.

⁷³P. Meiksins, *Labour and Monopoly capital for the 1990, A Review and critique of labor process debate*, (Monthly Review, 1994), pp. 45-59.

⁷⁴*Higher Education Report of Pakistan (HEC) 2002-2008, The Genesis*, (Published by Higher Education Commission H-9 Islamabad, 2010), p. 23

⁷⁵HEC (2010), op. cit., p. 51.

⁷⁶J. Woodward, *Industrial Organization, Theory and Practice* (London, 1964), 28-29 in H. Braverman, *Labor and Monopoly Capital, The degradation of work in twentieth century*, (Monthly, Review Press, New York 1974), p. 432.

To summarise, the disparate literatures of Marx, Thompson, Taylor, Braverman, and Hawthorn suggests that understanding the labour process is important to any assessment of employee self-motivation. In order to examine the importance of self-motivation for job satisfaction we must first examine a broader concept of Well-Being.

2.3 Well-Being

The importance of the concept of well-being is that it deals with quality of life from a broader scope covering many aspects of life including satisfaction, happiness, health, job satisfaction and work life balance etc.⁷⁷ Diener documents the development of the concepts of happiness and well-being emerging in the last five decades and providing new ideas for researchers to explore ways in which life may be evaluated.⁷⁸ He identified ‘subjective well-being’ within a behavioural science paradigm dealing with the assessment of how people evaluate the quality of their own lives.⁷⁹ Subjective well-being focuses on three ‘separable components’.⁸⁰ Firstly, life satisfaction - the global assessment of one’s life; secondly, happiness - the difference between positive and negative effects; and finally, satisfaction with a person’s life facets - “those closest and most immediate to people personal lives”.⁸¹

Rath and Harter have slightly different views about well-being than Cooper and Dewe.⁸² Their viewpoint is that there are five universal elements of well-being: first, career well-being, which focuses how someone spent his/her time on a daily basis, second, social well-being, which addresses the relationship of love and compassion,

⁷⁷C. Cooper and Dewe, *Well-Being and Work*, (Palgrave Macmillan Ltd, 2012), pp. 65-66.

⁷⁸Edward Diener is an American Psychologist and a senior scientist for Gallup organization and his primarily work remained on happiness and well-being.

⁷⁹E. Diener, “Subjective Well-Being, The science of Happiness and Proposal for a national index”, *American Psychologist*, Volume 55, Issue 1, (2000), pp. 34-43.

⁸⁰N. A. Bowling, K. J. Eschleman and Q. Wang, “A meta-analytic examination of the relationship between job satisfaction and subjective well-being”, *Journal of Occupational and Organizational Psychology*, Volume 83, Issue 4, (2010), pp. 915-934.

⁸¹E. Diener, “Subjective well-being”, *Psychological Bulletin*, (1984), pp. 542-575.

⁸²Rath worked on employee engagement, strength and well-being and Harter’s worked on workplace management and well-being.

third, financial well-being, which focussed upon the economics of life, fourth, physical well-being, focuses upon having good health and finally, community well-being, which addresses the concept of one's engagement with the society where they live.⁸³ Oswald has sought to quantify well-being by focusing upon indices of happiness, life satisfaction, suicide and job satisfaction derived from the US General Social Survey 1972-1990 and the UK Household Survey 1973-1983.⁸⁴ Oswald concludes that "in Britain and America the level of job satisfaction does not rise over time". In other work Blanchflower and Oswald explored a relationship between individual characteristics and life satisfaction using international data sets. They conclude that "happiness is U-shaped through a person's lifespan, higher among women, whites, educated, full-time workers, married people, and those having high income". In the work of Di Tella, MacCulloch and Oswald other macroeconomics variables including inflation and unemployment have a negative influence on life satisfaction.⁸⁵ Blanchflower conventionally found that unemployment and inflation both lower happiness. He further added that unemployment depresses well-being more than inflation.⁸⁶ In conclusion the work of Oswald and others leads us to believe that while happiness is slightly increased in relation to employment it is not a simple linear relationship with well-being.⁸⁷

⁸³T. Rath and J. Harter, *Well-Being, The Five Essential Elements*, Kindle Edition, (Gallup press, Incorporation 2010), p. 4.

⁸⁴Britain based scholar Oswald's main areas of studies remained in the domain between economics and behavioural sciences. His studies addressed seven aspects like, "trade unions, labour contracts, the wage curve, entrepreneurship, home ownership and unemployment, the consequences of high oil prices and the economics of happiness and mental health". Oswald's research on well-being used four types of data to represent well-being, reported happiness, life satisfaction, number of suicides and job satisfaction at numerous countries including United States of America, Great Britain, Belgium, Denmark, Portugal, Netherland, Italy, Luxembourg, Ireland, France, Spain, Greece and West Germany.

⁸⁵R. Di Tella, R. MacCulloch, and A. Oswald, "The macroeconomics of happiness", *Review of Economics and Statistics*, Volume 85, Number 4, (2003), pp. 809-827.

⁸⁶D. G. Blanchflower, "Is Unemployment More Costly than Inflation?", National Bureau of Economic Research (NBER), Working Paper Number W13505, (Washington, DC, NBER, 2007),

⁸⁷A. J. Oswald, "Happiness and Economics Performance", *The Economic Journal*, Volume 107, Issue 445, (1997), pp. 1815-1831.

The failure to improve well-being is recognised by Mooney and Law in their study of the “welfare industry” covering teachers, nurses, police officers and other workers who engage in the production and delivery of social services. The rising importance of managerialism in their jobs within a Braverman type of framework is suggested to lead to greater levels of stress and unhappiness.⁸⁸ Mooney and Law show that in the UK the work of public sector organizations has become more customer focused with the development of increased marketisation “a process that enables the state-owned enterprise to act like market-oriented firms” of welfare. As a result labour within the welfare sector has become subject to greater monitoring and discipline.

The studies of Pose and Maslauskaite focused on life satisfaction from a macro economic and institutional approach.⁸⁹ The theory behind their study itself is based on Frey and Stutzer’s study of individual, macroeconomics and institutional influences on the level of life satisfaction.⁹⁰ Pose and Maslauskaite combine individual characteristics (income, gender, age, civil status, number of children, employment condition, religion and level of education) with macro-economic factors (Gross Domestic Product (GDP) per head, inflation and unemployment) and institutional factors (health service provision, educational provision) to measure happiness. Pose and Maslauskaite maintain that GDP per head acts as an important proxy for utility and correlates positively with happiness. Their explanation is that richer societies can afford better institutional structures of education, health and welfare each contributing positively to individual living.⁹¹ Clark, Brickman and Campbell suggest that this increase in

⁸⁸G. Mooney and A. Law, *New Labour/Hard Labour? Restructuring and resistance inside the welfare industry*, (Bristol, Policy, 2007).

⁸⁹A. R. Pose and K. Maslauskaite, “Can Policy Make Us Happier? Individual characteristics, socioeconomic factors, and life satisfaction in Central and Eastern Europe”, *Cambridge Journal of Regions, Economy and Society*, Volume 5, Issue 1, (2011), pp. 77–96.

⁹⁰B. S. Frey and A. Stutzer, “Happiness, economy and institutions”, *The Economic Journal*, Volume 110, Issue 466, (2000), pp. 918–938.

⁹¹A. R. Pose and K. Maslauskaite, (2011), op. cit., pp. 77–96.

happiness slows with increases in GDP per head and that income contributes more to social status than to an absolute increase in the level of genuine happiness.⁹²

In conclusion while we can suggest that GDP per head contributes positively to the level of well-being institutional factors also play a vital role in life satisfaction. Thus the role of Government is an important indicator of institutional factors.⁹³ In a nutshell the concept of well-being primarily helps find the answer to the questions of ‘what is a good life?’ and covers many aspects of job satisfaction. The concept of well-being merged with happiness provides a new horizon for subjective well-being as part of behavioural sciences. It also provides a framework for this study by allowing a more detailed examination of well-being at work through an examination of those factors which contribute to job satisfaction. We now turn to examine in more details job satisfaction and its components of affective and cognitive job satisfaction.

2.4 Job Satisfaction

A person’s job is not only a source of earning but it is also a prerequisite of life and contributes an input into social standing.⁹⁴ As we have shown above peoples’ lives and job satisfaction are indispensable parts of overall well-being.⁹⁵ The study of job satisfaction has been firmly rooted within an understanding of micro economics.⁹⁶

However, while the relationship between job satisfaction and well-being can be

⁹²P. Brickman and T. D. Campbell, “Hedonic relativism and planning the good society”, (1971), In M.H. Appley (edition). *Adaptation Level Theory, A Symposium*, (New York, NY, Academic Press), pp. 287-302 in A. R. Pose and K. Maslauskaitė, “Can Policy Make Us Happier? Individual characteristics, socioeconomic factors, and life satisfaction in Central and Eastern Europe”, *Cambridge Journal of Regions, Economy and Society*, 5, Issue 1, (2011), p. 80. A. Clark, P. Frijters, A. M. Shields, “Relative income, happiness, and utility, an explanation for the Easterlin paradox and other puzzles”, *Journal of Economic Literature*, 46 (2008), pp. 95–144.

⁹³F. J. Helliwell, F. H. Huang, “How’s your government? International evidence linking good government and well-being”, *British Journal of Political Science*, Volume 38, (2008), pp. 595–619.

⁹⁴M. Armstrong, *Hand Book of Human Resource Management Practice*, 10th Edition, (Kogan Page, 2006), p. 327.

⁹⁵T. W. Smith, “Job Satisfaction in the United States”, National Opinion Research Centre, University of Chicago, (2007), pp. 1-8.

⁹⁶P. A. Stevens, “The job satisfaction of English academics and their intentions to quit academe”, Discussion paper Number 262, November (2005).

understood in theory, when tested quantitatively a more mixed picture emerges. In quantitative studies the magnitude of the relationship between job satisfaction and well-being varies considerably from a correlation coefficient of 0.16 (Crohan, Antonucci, Adelman, & Coleman,⁹⁷ Susskind, Borchgrevink, Kacmar, & Brymer),⁹⁸ to 0.68 (Van de Vliert & Janssen).⁹⁹ Below we provide some indication of some of the lessons we might learn from the variation in these relationships.

The examination of job satisfaction can be traced to 1911 when Frederick Taylor began to focus upon the relationship between pay rates and employee productivity.¹⁰⁰ Taylor suggested that high wages increased the quality of the relationship with employers and thus led to employee satisfaction and higher productivity. Between 1924 and 1930 engineers of Western Electric Co. conducted a study at their Hawthorn plant on experimental groups of workers to examine worker productivity. They concluded that close supervisory control over work practices had no direct link with group productivity. The Hawthorn study was under the supervision of George Mayo and was primarily aimed at examining the importance of groups on the behaviour of the individual in the workplace. His study was important for many reasons. Most importantly, for our interests in job satisfaction within a skilled environment such as higher education, Mayo found that the productivity of workers was related to the

⁹⁷E. S. Crohan, C. T. Antonucci, K. P. Adelman, & M. L. Coleman, "Job characteristics and well-being at midlife, Ethnic and gender comparisons", *Psychology of Women Quarterly*, Volume 13, Number 2, (1989), pp. 223–235.

⁹⁸M. A. Susskind, P. C. Borchgrevink, M. K. Kacmar, & A. R. Brymer, "Customer service employees' behavioral intentions and attitudes, An examination of construct validity and a path model", *International Journal of Hospitality Management*, Volume 19, Issue 1, (2000), pp. 53–77.

⁹⁹E. Van de Vliert, & O. Janssen, "Better than' performance motives as roots of satisfaction across more and less developed countries", *Journal of Cross-Cultural Psychology*, Volume 33, Number 4, (2002), pp. 380–397.

¹⁰⁰Frederick Winslow Taylor known as American Mechanical Engineer, his work treated as changing 'industrial production philosophies'.

informal interaction of the group members instead of the physical conditions of work or financial incentives.¹⁰¹

Shortly after the Hawthorn study Hoppock, in 1935, conducted a study of job satisfaction which is considered to be the first scientific study of job satisfaction. Hoppock demonstrated a statistical relationship between job satisfaction as the sum of physiological, psychological and environmental circumstances.¹⁰² Hoppock's study was important for a number of methodological reasons: first, it utilised sampling techniques from four different data sets. Second, the questionnaire Hoppock evaluated provided a basis for understanding issues of validity and reliability. Third, the results obtained from the questionnaire were statistically significant and finally multiple questions of the questionnaire could be used to compile an index of job satisfaction.¹⁰³ Contemporary studies of job satisfaction have sought to further refine this approach.

Spector suggests that job satisfaction deals with two aspects: first, how people feel in general about their jobs and second how they feel about specific aspects of their jobs. He called the first approach a "global" approach and second a "facets" approach. A global approach focuses on single aspects of the job and the overall feeling of an individual towards his/her job and a facets approach deals with various factors of job exogenous to the individual e.g. pay, working conditions, opportunities for promotion.¹⁰⁴ Psychologists have operationalised this distinction by distinguishing

¹⁰¹Hawthorn, "Job Satisfaction" in S.P. Robbins and M. Coulter, *Management*, Fifth Edition, (Prentice Hall International Editions, Prentice Hall, Inc. 1996), p. 47.

¹⁰²R. Hoppock, *Job satisfaction*, (New York, NY, Harper & Row Publishing 1935) in K. Ying-Feng & C. Ling-Show, "Individual Demographic Differences and Job Satisfaction among Information Technology Personnel, An Empirical Study in Taiwan", *International Journal of Management*, June (2004), p. 221.

¹⁰³C. W. Mc Nichols, M. J. Stahl and T. R. Manly, "A validation of Hoppock's job satisfaction measure", *Academy of Management journal*, volume 21, Number 4, (1978), pp. 737-742.

¹⁰⁴ E. P. Spector, *Industrial and Organizational Psychology*, (New York, John Wiley, 1996) in R. Peerbhai, *Job satisfaction at IT SMES in Durban*, unpublished dissertation, (Durban Institute of Technology, 2006), p. 12.

“affective job satisfaction” dealing with emotional “global” feelings of an individual towards his/her overall job and “cognitive job satisfaction” which identifies the specific “facets” of jobs.¹⁰⁵ Academic studies such as Thompson and Phua have tended to focus upon either affective job satisfaction or in the case of Moorman on cognitive job satisfaction.¹⁰⁶ The extent to which affective job satisfaction, is an “overall positive emotion”, a set of emotional feelings of an individual towards his/her overall job¹⁰⁷ and can be combined into a “unitary concept” alongside cognitive job satisfaction is widely debated.¹⁰⁸ Fraser, for example, is critical that Kalleberg’s ‘unitary concept’ sufficiently recognises that affective and cognitive influences may not be mutually reinforcing. Thus an individual may be satisfied with one cognitive facet of their job e.g. pay and yet be dissatisfied with work or opportunities for promotion.¹⁰⁹ Indeed, Fisher suggests that affective and cognitive job satisfaction may have different causes.¹¹⁰ The reason is that affective job satisfaction focuses on emotional feelings of an individual toward a broader interpretation of what constitutes a job whereas cognitive job satisfaction deals with specific facets of a job. Scarpello and Cambell similarly, agree that affective job satisfaction is not just the aggregation of cognitive (facets) job satisfaction.¹¹¹ Judge and Ilies however, suggest affective job

¹⁰⁵R. E. Thompson and R.E. Phua, “A Brief index of Affective Job Satisfaction”, *Group and Organization Management*, Volume 37, Issue 3, (2012), pp. 275-307.

¹⁰⁶H. R. Moorman, “The influence of cognitive and affective based job satisfaction measures on the relationship between satisfaction and organizational citizenship behavior”, *Human Relation*, Volume 6, (1993), pp. 759-776.

¹⁰⁷R. E. Thompson and R. E. Phua, (2012), op. cit., pp. 275-307.

¹⁰⁸L. A. Kalleberg, “Work values and job rewards—Theory of job satisfaction”, *American Sociological Review*, Volume 42, (1977), pp. 124-143.

¹⁰⁹M. T. Fraser, “Human Stress, Work and Job Satisfaction”, Geneva, International Labour Office (1983) in R. Peerbhay, “Job satisfaction at IT SNES in Durban”, unpublished dissertation, (Durban Institute of Technology, 2006), p. 12.

¹¹⁰D. C. Fisher, “Mood and emotions while working, Missing pieces of job satisfaction”? *Journal of Organization Behavior*, Volume 21, Issue 2, (2000), pp. 185-202.

¹¹¹V. Scarpello & P. J. Campbell, “Job satisfaction—Are all the parts there”?, *Personnel Psychology*, Volume 36, Issue 3, (1983), pp. 577-600.

satisfaction is not influenced by non-work-related effects. Moreover, the non-work-related effects may themselves be a product of cognitive job satisfaction.¹¹²

Schleicher, Watt and Greguras¹¹³ Whitman et al,¹¹⁴ suggest that if we can combine both aspects of affective and cognitive job satisfaction then the construct of job satisfaction becomes broader. Herzberg provided a two factor theory which seeks to do this via the examination of affective extrinsic motivator or inspirational factors (recognition, individual growth and advancement etc.) and cognitive intrinsic hygiene factors (pay, relationship with colleagues and supervisors, working conditions and job security etc.).¹¹⁵ Herzberg's theory has been widely used and discussed by Herzberg, Mausner and Synderman,¹¹⁶ Hanif and Kamal,¹¹⁷ Khalid, Malik and Shaheen,¹¹⁸ Malik, Nawab, Naeem and Danish,¹¹⁹ Nawab and Bhatti,¹²⁰ Okpara,¹²¹ Raabe and Beehr,¹²²

¹¹²A. T. Judge & R. Ilies, "Affect and job satisfaction, A study of their relationship at work and at home", *Journal of Applied Psychology*, Volume 89, (2004), pp. 661-673.

¹¹³J. D. Schleicher, D. J. Watt & J. G. Greguras, "Reexamining the job satisfaction performance relationship, The complexity of attitudes", *Journal of Applied Psychology*, Volume 89, Issue 1, (2004), pp. 165-177.

¹¹⁴S. D. Whitman, L. D. Van Rooy, & C. Viswesvaran, "Satisfaction, citizenship behaviors, and performance in work units, A meta-analysis of collective construct relations" *Personnel Psychology*, Volume 63, Issue 1, (2010), pp. 41-81.

¹¹⁵F. Herzberg, "One More Time, How Do You Motivate Employees?", *Harvard Business Review*, Volume 46, (1968), pp. 53-62.

¹¹⁶F. Herzberg, B. Mausner, & B. B. Snyderman, *The Motivation to Work*, 2nd edition, Wiley International Edition, (John Wiley & Sons, Incorporation New York, 1959), p. 113.

¹¹⁷M. F. Hanif, and Y. Kamal, "Pay and Job Satisfaction, A Comparative Analysis of Different Pakistani Commercial Banks", Paper presented in *9th National Research Conference* held on 25th June 2009 at SZABIST, Islamabad.

¹¹⁸G.K. Khalid, A. Malik, and G. Shaheen, "You Can't Make Omelette without Breaking Eggs", *International Review of Business Research Papers*, Volume 4, Number5, (2008), pp. 297-307.

¹¹⁹M. E. Malik, S. Nawab, B. Naeem, and R.Q. Danish, "Job Satisfaction and Organizational Commitment of University Teachers in Public Sector of Pakistan", *International Journal of Business and Management*, Volume 5, Number 6, (2010), pp. 17-26.

¹²⁰S. Nawab, and K. K. Bhatti, "Influence of Employee Compensation on Organizational Commitment and Job Satisfaction, A Case Study of Educational Sector of Pakistan", *International Journal of Business and Social Science*, Volume 2, Number 8. (2011), pp. 25-32.

¹²¹J. Okpara, "job Satisfaction and organizational commitment, Are there Differences between American and Nigerian Managers Employed in US MNCs in Nigeria"? *Presented at the Academy of Business & Administrative Sciences*, June 12-14, (2004).

¹²²B. Raabe, B. & T. A. Beehr, "Formal mentoring versus supervisor and Co-worker relationships, differences in perceptions and impact", *Journal of Organizational Behaviour*, Volume 24, Issue 3, (2003), pp. 271-293

Sharma and Jyoti,¹²³ Ssesanga and Garrette,¹²⁴ Santhapparaj and Alam,¹²⁵ and Taylor.¹²⁶ Within this framework the relationship between antecedents of job satisfaction (organizational commitment, organizational culture, work motivation) and the consequence of low levels of job satisfaction (an intention to leave) and also the impact of demographic characteristics on job satisfaction have been widely adopted in studies by Ahsan, Abdullah, Fie and Alam,¹²⁷ Aydin and Ceylan,¹²⁸ Busch, Fallan and Pettersen,¹²⁹ Chughtai and Zafar,¹³⁰ Furnham and Eracleous,¹³¹ Gray, Densten and Sarros,¹³² Lee and Chang,¹³³ Mansor and Tayib,¹³⁴ Noor,¹³⁵ Obadara,¹³⁶ Roos and

¹²³R. D. Sharma, Jyoti, and Jeevan, "Job Satisfaction of University teachers, An empirical study", *Journal of Services Research*, Volume 9, Number 2 (2010), p. 51.

¹²⁴K. Ssesanga, and R. M. Garrett, "job satisfaction of University academics, perspective from Uganda", *Higher Education*, Volume 50, Issue 1, (2005), pp. 33–56.

¹²⁵A. S. Santhaparaj, and S. S. Alam, "Job Satisfaction among Academic Staff in Private Universities in Malaysia", *journal of social science*, Volume 1, Issue 2, (2005), pp. 72-76.

¹²⁶F. W. Taylor, *The Principles of Scientific Management*, (Harper and Brothers Publishers, New York, 1911), pp. 9-10.

¹²⁷N. Ahsan, Z. Abdullah, D. Y.G. Fie, and S. S. Alam, "A Study of Job Stress on Job Satisfaction among University Staff in Malaysia, Empirical Study", *European Journal of Social Sciences*, Volume 8, Number 1, (2009), pp. 121-128.

¹²⁸B. Aydin, and A. Ceylan, "A Research Analysis on Employee Satisfaction in terms of Organizational Culture and Spiritual Leadership", *International Journal of Business and Management*, Volume 4, Number 3, (2009), pp. 159-168.

¹²⁹T. Busch, L. Fallan and A. Pettersen, "Disciplinary differences in job satisfaction, self-efficacy, goal commitment and organizational commitment among faculty employees in Norwegian colleges, An empirical assessment of indicators of performance", *Quality in Higher Education*, Volume 4 Number 2, (1998), pp. 137-157.

¹³⁰A. A. Chughtai and S. Zafar, "Antecedents and consequences of organizational commitment among Pakistani universities teachers", *Applied H. R. M. Research*, Volume 11, Number 1. (2006), pp. 39-64.

¹³¹A. Furnham & A. Eracleous, "Personality, motivation and job satisfaction, Hertzberg meets the Big Five," *Journal of Managerial Psychology*, Volume 24 Issue 8, (2009), pp. 765 – 779.

¹³²J. H. Gray, I. L. Denston and J. C. Sarros, "A matter of Size, Does organization culture predicts job satisfaction in small organization", *Working paper 65/3*, Monash University, (2003).

¹³³Y. D. Lee and H. M. Chang, "Relations between Team Work and Innovation in Organizations and the Job Satisfaction of Employees, A Factor Analytic Study", *International Journal of Management*, Volume 25 Number 4, (2008), pp. 732-739.

¹³⁴M. Mansoor, and M. Tayib, "An Empirical Examination of Organizational Culture, Job Stress and Job Satisfaction within the Indirect Tax Administration in Malaysia", *International Journal of Business and Social Science*, Volume 1, Number 1, (2010), pp. 81-95.

¹³⁵K. M. Noor, "Work-life balance and intention to leave among academics in Malaysian public higher education institutions", *International journal of business and social science*, Volume 2, Number 11, (2011), pp. 240-248.

¹³⁶O. E. Obadara, "The influence of organization climate and culture on worker job satisfaction and commitment", *Journal of Research in National Development*, Volume 6, Number 2, (2008).

Eeden,¹³⁷ Sempene, Rieger and Roodt,¹³⁸ Tett and Meyer,¹³⁹ Tella, Ayeni and Popoola,¹⁴⁰ Tyilana,¹⁴¹ Warsi, Fatima and Sahibzada.¹⁴²

This study, working within this literature, will thus seek to develop a combination of affective and cognitive job satisfaction; it considers overall job satisfaction and specific facets of a job. However before examining how we can utilise these conclusions and determine how affective and cognitive job satisfaction can be examined within Higher Education in Pakistan we need to first examine how we understand the motivation of staff by turning to theories of motivation.

2.5 Motivation Theories

The term motivation is defined by Bateman and Snell¹⁴³ as a “force that energizes, directs and sustains a person’s efforts”.¹⁴⁴ Motivation then deals with a force which strengthens the individual, directs focus and sustains effort. It is due to motivation that the effort of individual is suggested to remain in a specific direction and is not directionless. Gibson, Ivancevich and Donnelly conceptualise motivation as a force which works within an individual to initiate, and direct individual behaviour depending

¹³⁷W. Roos and R. V. Eeden, “The relationship between Employee Motivation, Job Satisfaction and Corporate Culture”, *S A Journal of industrial psychology*, Volume 34, Number 1, (2008), pp. 54-63.

¹³⁸M. Sempene, H. Rieger & G. Roodt, “Job Satisfaction in Relation to Organizational culture”, *SA Journal of Industrial Psychology*, Volume 28, Issue 2, (2002), pp. 23-30.

¹³⁹R. P. Tett and J. P. Meyer, “Job satisfaction, organizational commitment, turnover intention, and turnover, Path analysis based on meta-analytic findings”, *Personnel Psychology*, Volume 46, Issue 2, (1993), pp. 259-293.

¹⁴⁰A. Tella, C. O. Ayeni, and S. O. Popoola, “Work Motivation, Job Satisfaction and Organizational Commitment of Library personnel in academic and research libraries in Oyo state, Nigeria”, *Library philosophy and practice* ISSN 1522-0222, (2007), p. 9.

¹⁴¹X. Tyilana, “*The Impact of Motivation on job satisfaction amongst employees of a National Broad Caster*”, Short unpublished dissertation, (University of Johannesburg, October, 2005).

¹⁴²S. Warsi, N. Fatima, and S. A. Sahibzada, “Study on relationship between organizational commitment and its determinants among private sector employees of Pakistan”, *International Review of Business Research Paper*, Volume 5 Number 3, (2009), pp. 399-410.

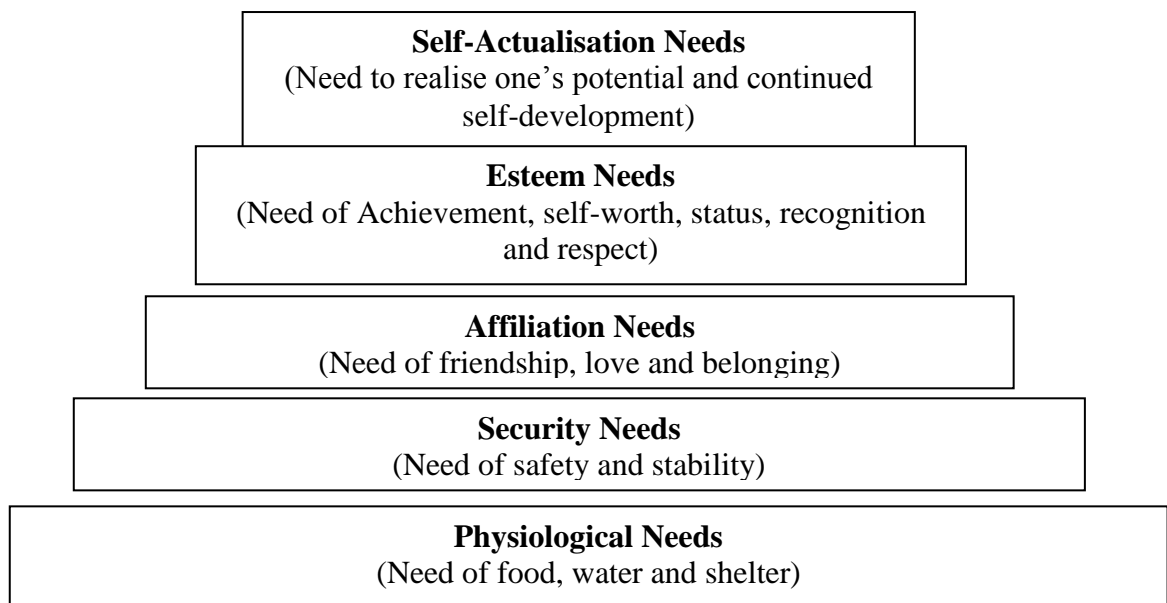
¹⁴³Bateman is American based professor of organizational behaviour, management researcher, writer and consultant and worked on numerous topics, managerial decision making, job stress, motivation and job satisfaction. Snell actively involved in the training of executives and conducted various international training programs in Europe, Asia, Australia and New Zealand.

¹⁴⁴T. S. Bateman and S. A. Snell, *Management, The new competitive Landscape*, International edition, Sixth Edition, (McGraw Hill, Irwin, 2004), p. 398.

upon the intensity of that force.¹⁴⁵ Motivation theories then seek to identify the connection between need and human action.¹⁴⁶ Content, or need-based, theories can thus be used to analyse what motivates people in work.¹⁴⁷

In 1943, Ibrahim Maslow developed one of the most widely recognised need-based theories, his “Hierarchy of Needs”, see Figure 2.1. Maslow suggested that motivation depends upon satisfaction of these needs in a hierarchical way.¹⁴⁸ Within this approach self-actualisation, esteem needs and affiliation needs are higher level needs and can only be satisfied once lower level security and physiological needs are fulfilled.¹⁴⁹

Figure 2.1 Maslow Hierarchy of Need



Source: Adapted from Maslow¹⁵⁰

¹⁴⁵ X. E. Tyilana, “The impact of motivation on job satisfaction amongst employees of a national broadcaster”, in L. J. Gibson., Ivancevich, John, M. and Donnelly, *Organizations – Behavior – Structure – Processes*, 10th Edition, (Boston, McGraw-Hill, 2000).

¹⁴⁶ F. Luthans, *Organizational Behaviour*, (3rd Edition New York, McGraw-Hill, 1981)

¹⁴⁷ J. H. Arnold and C. D. Feldman, *Organizational Behavior*, (New York, McGraw-Hill, 1986).

¹⁴⁸ D. Hellriegel, W. J. Slocum and W. R. Woodman, *Organizational Behavior*, 8th edition, (Ohio, South-Western College Publishing 1998).

¹⁴⁹ M. T. Fraser, *The Worker at Work*, (London, Taylor and Francis, 1989), p. 122.

¹⁵⁰ A. H. Maslow, “A Theory of Human Motivation”, *Psychological Review*, Volume, 50 Number 4, (1943), pp. 370-396.

Robbins suggests that higher level needs are satisfied internally and lower level needs are satisfied by external factors e.g. pay and tenure.¹⁵¹ The linear and deterministic approach of needs is challenged by Benton and Halloran who suggest that higher level needs may arise before satisfaction of lower level needs.¹⁵² In addition, Benton and Snell suggest that progress within the hierarchical order may be more complex and simultaneous that implied by Maslow.¹⁵³ Despite differing interpretations it is possible to utilise Maslow's Hierarchy of Needs in relation to Higher Educational Institutes. Vecchio states most organizations provide an environment where an employee may fulfil their lower level needs but higher level needs remain unsatisfied.¹⁵⁴

Higher education institutions can be readily identified as fulfilling lower level needs e.g. salary etc. and higher level needs e.g. belonging, recognition and self-development. However, the importance of relationships with colleagues shows affiliation needs and esteem needs may also be prime determinants of satisfaction, through for example research grants, published work, supervision and evaluation of MPhil and PhD level. Self-actualisation deals with realization of one's potential and self-development. This may be in the form of academic staff experience when joining a university via appearing before Selection Boards and Promotion Boards. Thus promotion to each higher level in their career may help to fulfil the self-actualization needs of academic staff. This process may not however be linear. Sharma and Jyoti¹⁵⁵ suggest motivation may be 'U' shaped with age and designation with academic staff enthusiastic at the

¹⁵¹S. P. Robbins, *Organizational Behaviour*, 9th edition, (New Jersey, Prentice-Hall, 2001), p. 157.

¹⁵²D. Benton and J. Halloran, *Applied Human Relations*, 4th edition, (New Jersey, Prentice-Hall 1991)

¹⁵³S. T. Bateman and A. S. Snell, *Management, Building Competitive Advantage*, 4th edition, (Boston, Irwin/ McGraw-Hill, 1999),

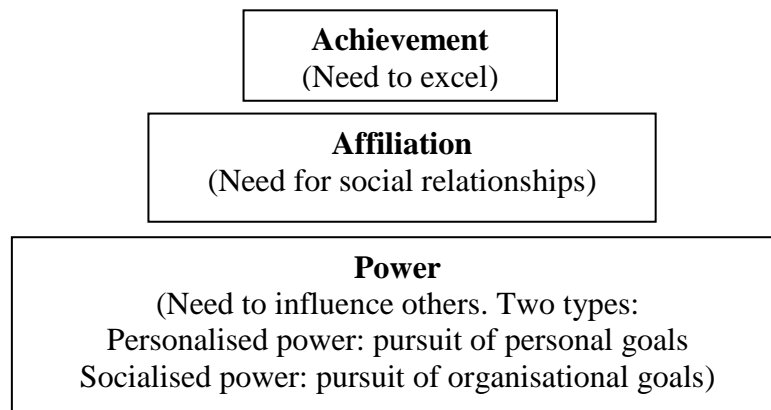
¹⁵⁴P. R. Vecchio, *Organizational Behaviour*, 4th edition, (Orlando, Harcourt, 2000), p. 76.

¹⁵⁵R. D. Sharma and J. Jyoti, "Job Satisfaction of University teachers, An empirical study", *Journal of Services Research*, Volume 9, Number 2 (October 2009 - March 2010).

start of their career but, with the passage of time, motivation reducing until at a later stage motivation again increases, due to new levels of responsibilities, designation and incentives.

In 1961 McClelland introduced power into Maslow's need theory as shown in Figure 2.2.

Figure 2.2 McClelland's Need Theory



Source: Adapted from McClelland¹⁵⁶

McClelland suggested helping oneself was a form of personalised power and helping others was a form of socialised power. An application of McClelland's theory of need to higher education would suggest that academic staff's prime focus is on their personal achievement while the need for social relationships and co-worker's relationship is one form of socialised power. Peerbhai suggested that the manager with higher socialised power is more effective than one who has higher personalised power. Furthermore, the top level managers need more power and less need of affiliation.¹⁵⁷

Despite differences in approach in the study of needs theory Maslow's hierarchy of needs retains three important principles: firstly, it identifies need categories, it divides

¹⁵⁶D. C. McClelland, *Human Motivation*, (Cambridge University Press, United Kingdom, 2000).

¹⁵⁷R. Peerbhai, *Job satisfaction at IT SMES in Durban*, unpublished dissertation, (Durban Institute of Technology, 2006), p. 24.

these categories into lower and higher level needs, and finally, it throws light on personal growth and self-actualisation.¹⁵⁸

An alternative to need-based theories of motivational theory lies in contemporary theory.¹⁵⁹ Luthans' work seeks a more comprehensive approach to motivation than need-based theories. In Luthans' view changes in intrinsic hygiene factors may not affect job satisfaction but may prevent job dissatisfaction. He further argued that hygiene factors cannot lead directly to motivation, only extrinsic motivational factors can encourage motivation.¹⁶⁰ Luthans' starting point was to recognise that the term motivation is derived from the Latin word *movere* which means "to move". Thus need in Luthans' interpretation derives from a deficiency.

"Motivation is the process that starts with a physiological or psychological deficiency or need that activate behaviour or a drive that is aimed at a goal or incentive".¹⁶¹

The basic motivation process can be shown at Figure 2.3.

Figure 2.3 Basic Motivation Process



Need is thus the result of an imbalance between physiological and psychological states e.g. a need of thirst exists when your body is lacking water. The second element of motivation is then the drive or motive for change. Physiological and psychological drives can be defined as a "deficiency with direction". Physiological and psychological drives are then the most important element for motivational processes because they

¹⁵⁸S. T. Bateman and A. S. Snell, *Management, Building Competitive Advantage*, 4th edition, (Boston, Irwin/ McGraw-Hill, 1999), p. 447.

¹⁵⁹F. Luthans, *Organizational Behaviour*, 10th Edition, (Boston, McGraw-Hill, 2005)

¹⁶⁰F. Luthans, *Organizational Behaviour*, Sixth Edition, (McGraw-Hill, Inc. 1992).

¹⁶¹F. Luthans, *Organizational Behaviour*, Sixth Edition, (McGraw-Hill, Inc. 1992), pp. 146-147.

provide a guide towards an incentive e.g. the need of water may be translated into thirst. Thus incentives are those observable elements of motivation which alleviate needs and reduce drives. In other words incentives re-create an equilibrium balance between physiological and psychological states.¹⁶² The views of Gray and Starke are similar to those of Luthan's and suggest that "motivation is the result of processes, internal or external to the individual that arouse enthusiasm and persistence to pursue a certain course of action".¹⁶³ Therefore motivation is the process whereby individuals move towards a goal using a specific course of action. The extent to which individual's actions are understood to be enthusiastic and persistence may thus be a measure of their motivation. Gray and Starke suggest that motivation is the input for the performance of an individual and can be considered to be;

$$\text{Performance} = \text{Motivation} \times \text{Ability}^{164}$$

Within this approach Gray and Starke then provide a means by which motivation can be revealed through the measurement of inputs (ability) and outputs (performance).¹⁶⁵ Robbins, Judge and Sanghi similarly adopted Luthan's approach towards motivation and use it to examine organisational development. They suggest that motivation is "the processes that accounts for an individual's intensity, direction and persistence of efforts towards attaining a goal".¹⁶⁶ Thus again Robbins, Judge and Sanghi seek a means by which motivation can be utilised to measure organizational goals. However, we have seen that motivation itself is a feature of an individual's attitude. According to Fishbein, attitude is an educated temperament to react, or a perception to act in a suitable or

¹⁶²Ibid.

¹⁶³J. L. Gray and F. A. Starke, *Organizational Behaviour, Concepts and Applications*, 7th Edition, (Charles E. Merrill Publishing Company, 1997), p. 69.

¹⁶⁴ The performance is the result or output of the two inputs namely motivation and ability.

¹⁶⁵Ibid.

¹⁶⁶S. P. Robbins, T. A. Judge and S. Sanghi, *Essentials of Organizational Behavior*, Tenth Edition, (Dorling Kindersley, India Private Limited 2010), p. 71.

unsuitable way.¹⁶⁷ The following section describes how we may work with these insights on motivation and combine them with a focus upon job satisfaction.

2.6 Motivation and Job satisfaction

Several academicians and practitioners described work motivation in a slightly different ways and this section offers an explanation of the relationship between work motivation and job satisfaction. A large number of studies have been conducted so far to explore the existing trend of work motivation and job satisfaction but there is a scarcity of such work in the HEIs in Pakistan.

The term motivation arose in early 1880 and achieved significant importance in 1943 with the introduction of Maslow's Hierarchy of Need. To summarise we can suggest that self-actualisation provides an important link to the work on job satisfaction. Herzberg in 1959 made the first attempt to segregate the concept into intrinsic and extrinsic motivation in the form of his two-factor theory.¹⁶⁸ Herzberg, Mausner and Snyderman's two-factor theory primarily focuses upon the extrinsic motivator factors related to positive aspects which focus on contents of the job (e.g. achievement, responsibility, growth, work itself, recognition and responsibility) and intrinsic hygiene factors related to negative aspects which influence job dissatisfaction (e.g. company policies, supervision, interpersonal relations, work conditions, salary, status and job security).¹⁶⁹ In order to examine this relationship however we need to recognise that motivation itself starts with a physiological or psychological deficiency and activates behaviour toward a goal or incentive. Second, motivation is primarily concerned with the individual and his/her consistent focus to achieve their goals, third, individual effort

¹⁶⁷M. Fishbein, *Readings in Attitude Theory and Measurement*, Edition, (New York, John Wiley, 1967), 257.

¹⁶⁸F. Herzberg et al., (1959), op. cit.,

¹⁶⁹F. Herzberg, B. Mausner, & B. B. Snyderman, *The Motivation to Work*, 2nd Edition, Wiley International Edition, (John Wiley & Sons, Incorporation New York, 1959), p. 113.

remains direction oriented due to motivation, fourth, motivation is the force which works within an individual and their observable behaviour depends upon intensity of that force, fifth, motivation is the revealed input for achieving performance and finally, with the help of incentives, we can observe a balance between physiological and psychological states of mind. However, as Luthans concludes attitude, motivation and job satisfaction are non-observable and require a recognition that their relationships are likely to be complex and non-linear.¹⁷⁰

Work motivation and job satisfaction depend on the behavior of the employees in the work place. Such behavior is driven by a set of intrinsic and extrinsic needs and also depends on a job-related and organizational-related attitude.¹⁷¹ Moreover, employee motivation is an innate strength, formed by personal aspects that may alter from time to time and depend on the employee's needs and motives. Environmental factors do not have a causal effect on motivation but have a potential impact on the level of motivation, together, innate and environmental factors affect the behavior at work place.¹⁷² Kovach also tried to find an association between work motivation and job satisfaction and suggested that the fulfillment of the basic necessities of life motivate the employee, giving in return, satisfaction with their jobs.¹⁷³ Brown suggests that satisfied customers are the result of satisfied or delighted employees.¹⁷⁴ Similarly,

¹⁷⁰F. Luthans, *Organizational Behaviour*, Sixth Edition, (McGraw-Hill, Inc. 1992).

¹⁷¹N. Ayub and S. Rafif, "The relationship between work motivation and job satisfaction", *Pakistan Business Review*, (2011), pp. 332-347

¹⁷²C. C. Pinder, *Work motivation in organizational behaviour*, (Upper Saddle River, NJ: Prentice-Hall 1998).

¹⁷³K. A. Kovach, *What Motivates Employees? Workers and Supervisors Give Different Answers*, *Business Horizons*, Volume 30, Issue 5, (1987), pp. 58-65.

¹⁷⁴G. M. Brown, *Keeping Score: Using the Right Metrics to Drive World-Class Performance*, (New York, Quality Resources, 1996).

Wagar explained the success of any organization in the global market depends upon a highly- motivated, skilled and satisfied workforce.¹⁷⁵

In addition, Ayub and Rafif reported that job satisfaction is the result of certain motivational factors.¹⁷⁶ Spector earlier suggested certain motivator factors such as “a variety of factors motivate employee at work, some of which are tangible, such as money, and some of which are intangible, such as a sense of achievement”.¹⁷⁷ Gouws enhanced the discussion and suggested that the motivating factors are the same ones as those that satisfied the employees. He further concluded that motivated employees are also satisfied with their work. Therefore, motivation manifests in job satisfaction (attitudinal) and performance (behavioral) and thus links employee job satisfaction and job performance.¹⁷⁸

Attempts to explicitly model the linkages between motivation and job satisfaction also have a long history. In 1963 Adam defined an equity theory of motivation, suggesting there are two types of components of motivation: input and output. The input component deals with the effort put in by an employee in an organization e.g. hard work, patience, excitement and skill level, while the output component deals with the pay, benefits and self-recognition. Adam’s suggested that there is a requirement for a balance between input and output for employee’s satisfaction.¹⁷⁹ After that, in 1964,¹⁸⁰ Vroom introduced the expectancy theory in his book, *Work and Motivation, Leadership and decision making and the new leadership*. He argued that the choice of one style of

¹⁷⁵H. T. Wagar, “Determinants of Human Resource Management Practices in Small Firms: some Evidence from Atlantic Canada”, *Journal of Small Business Management*, Volume 36, Number 2, (1998), pp. 13-23.

¹⁷⁶N. Ayub and S. Rafif, (2011), op. cit., p. 335.

¹⁷⁷P. E., Spector, *Job Satisfaction Application, Assessment, Causes and consequences*, thousand oaks, (Sage publications incorporation, 1997), pp. 75-76.

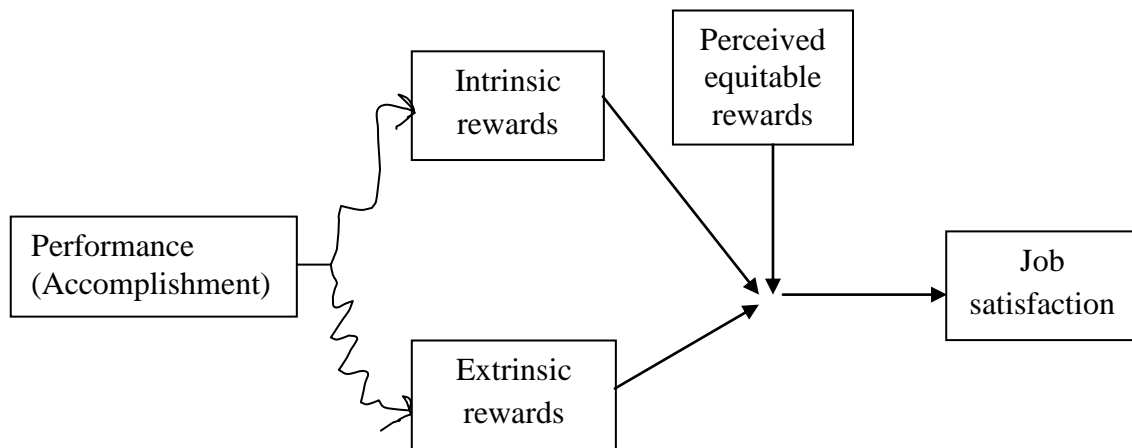
¹⁷⁸A. Gouws, *The relationship between motivation and job satisfaction of a group of information specialists*, unpublished dissertation, Rand Afrikaans University, (1995).

¹⁷⁹S. J. Adam, “Towards understanding of Inequity”, *Journal of Abnormal and Social Psychology*, Volume 67, Issue 5, (1963), pp. 422-436.

¹⁸⁰Vroom is a Professor at Yale School of Management and besides this; he has also been a consultant of GE and American Express.

behavior over the other depends upon the expected outcome of that chosen behavior. There are two expectancies that motivate a person; firstly the person believes that these efforts will lead to the required performance; then expects that the particular performance will lead to the desired outcome. The expectancy theory depends upon the mental process of a person and it also elaborates the process in which a person gives preference to one choice over other.¹⁸¹ Later on Lawler and Porter developed a similar model of job satisfaction in 1967 which is shown in Figure 2.4.¹⁸²

Figure 2.4 Lawler and Porter model of job satisfaction



Lawler and Porter model of job satisfaction 1967

In this model, performance leads to rewards, and it discriminates between two types of rewards namely intrinsic and extrinsic rewards. A wavy line between performance and extrinsic rewards—pay, promotion and status suggests that rewards are mediated through the control of organizations. On the other hand, straight lines between performance and intrinsic rewards indicated that there were less disturbances linking rewards and performance. Both rewards are not directly linked to job satisfaction. If these rewards are according to the perceived level of employee then he/she will be satisfied with jobs.

¹⁸¹V. H. Vroom, *Work and Motivation, Leadership and decision making and the new leadership*, Jossey-Bass Publishers, San Francisco, (New York: Wiley, 1964).

¹⁸²E. E. Lawler and W. L. Porter, "The Effect of Performance on Job Satisfaction", *Industrial Relations*, Volume 7, Issue 1, (1967), pp. 20-28

Moreover, Griffin and Moorhead suggest that satisfaction exists when rewards meet or exceed the expectation of the employee.¹⁸³

Later, Hackman, Oldham, Janson and Purdy developed a model of job design in 1975. Their key concern in this model was to analyse the motivational potential score of employees within an organization on the basis of assigning numerical values to different elements. Their model comprised five unique aspects that have significance for both the employee and the employer. As a result an individual employee's motivational potential score (MPS) could be calculated which would determine whether an employee was motivated or not.¹⁸⁴ A more recent study by Saleem et al. presented job satisfaction as dependent on work motivation and concluded with a positive association between these two concepts.¹⁸⁵

In the last decade, substantial literature has evolved exploring the association between work motivation and job satisfaction including Ayub and Rafif,¹⁸⁶ Maharjan,¹⁸⁷ Saleem et al.¹⁸⁸ Singh and Tiwari¹⁸⁹ and Tella et al.¹⁹⁰ The findings of these studies presented a positive relationship in the correlation coefficient between work motivation and job satisfaction within a range of 0.263 to 0.733. Based on the above literature, the following hypothesis may be a starting point for our approach.

¹⁸³R. Griffin and G. Moorhead, *Organizational Behaviour, Managing people and organization*, 6th Edition, (Houghton Mifflin Publishing, 2000).

¹⁸⁴J. R. Hackman, G. Qldham, R. Janson, and K. Purdy, "A New Strategy for Job Enrichment", *Summer*, Volume 17, Number 4, (1975), pp. 57-71.

¹⁸⁵R. Saleem, A. Mahmood and A. Mahmood, "Effect of Work Motivation on Job Satisfaction in Mobile Telecommunication Service Organizations of Pakistan", *International Journal of Business and Management*, Volume 5, Number 11, (2010), pp. 213-222.

¹⁸⁶N. Ayub and S. Rafif, (2011), op. cit., p. 336.

¹⁸⁷S. Maharjan, "Association between Work Motivation and Job Satisfaction of College Teachers", *Administrative and Management Review*, Volume 24, Number 2, (2012), pp. 45-55.

¹⁸⁸R. Saleem, A. Mahmood and A. Mahmood, "Effect of Work Motivation on Job Satisfaction in Mobile Telecommunication Service Organizations of Pakistan", *International Journal of Business and Management*, Volume 5, Number 11, (2011), pp. 213-222.

¹⁸⁹S. K. Singh and V. Tiwari, "Relationship between motivation and job satisfaction of the white collar employees: A case study", *Management Inside*, Volume 7, Number 2, (2011), pp. 31-39.

¹⁹⁰A. Tella, C. O. Ayeni and S. O. Popoola, (2007), op. cit., p. 9.

H1: Work Motivation is positively related to job satisfaction.

Having reviewed theories of the labour process theory, well-being, job satisfaction, and motivation we can conclude that there are a range of differing interpretations seeking to develop linkages between these approaches. While all agree that linkages between well-being and job satisfaction exist and the labour process is important for an understanding of motivation understanding exactly how these linkages develop is far from linear or uniform. We therefore now turn to formulating a series of hypotheses that can be tested quantitatively in relation to the focus of this study the job satisfaction of academic staff in higher education within the Punjab region of Pakistan.

2.7 Intrinsic hygiene and extrinsic motivating factors

2.7.1 Pay

The importance and significance of pay can be seen in the studies of Hanif and Kamal,¹⁹¹ Malik, Nawab, Naeem and Danish,¹⁹² and Okpara.¹⁹³ Luthans, following Maslow, identifies pay as a basic need for employees in work as the basic needs (food, shelter, and clothing) cannot be afforded without pay.¹⁹⁴ In the view of Herzberg, pay also forms part of the hygiene factors, it does not motivate employee but it prevents the employee from dissatisfaction in their job and demonstrates that monetary incentives work in the short term.¹⁹⁵ McElroy accepted this and suggests that high pay leads to high commitment. This is due to the fact that organizations may be able to attract a

¹⁹¹M. F. Hanif and Y. Kamal, (2009), op. cit.

¹⁹²M. E. Malik, S. Nawab, B. Naeem and R. Q. Danish, (2010), op. cit., pp. 17-26.

¹⁹³J. Okpara, (2004), op. cit.

¹⁹⁴F. Luthans, *Organizational Behaviour*, 10th Edition, (Boston, McGraw-Hill 2005), p. 242.

¹⁹⁵F. Herzberg et al., (1959), op. cit.

large pool of candidates from which the most motivated candidates may be selected. Second, a high pay may be an indication to an employee that an organization values its employees and employees thus feel self-worth and importance. Third, high pay will motivate employees to put their best efforts on behalf of the organizations.¹⁹⁶

2.7.2 Promotion

While pay is understood as an intrinsic facet of job satisfaction promotion is theorised as an extrinsic motivating factor of job satisfaction. The opportunity for promotion has been discussed widely by Hanif and Kamal,¹⁹⁷ Okpara,¹⁹⁸ and Santhapparaj and Alam.¹⁹⁹ Within Herzberg's theory promotion can be conceptualised as a motivational factor forming part of Maslow's self-esteem and self-actualisation, or in McClelland's theory as part of achievement. According to Gaertner and Nollen, the employee who is promoted within has higher level of commitment than those employees who were not promoted.²⁰⁰ In promotion, employee moves to higher rank with greater salaries and responsibilities so, it affects their level of commitment.

2.7.3 Supervision

Our third facet of interest is supervision that is an intrinsic hygiene factor and prevents job dissatisfaction but it does not motivate the employee, only extrinsic motivator factors motivate the employee. Oldham described that if supervisors look after the interests of their employees, it may affect the perception of the employees towards

¹⁹⁶C. J. McElroy, "Managing workplace commitment by putting people first", *Human Resource Management Review*, Volume 11, (2001), pp. 327-335.

¹⁹⁷M. F. Hanif and Y. Kamal, (2009), op. cit.

¹⁹⁸J. Okpara, (2004), op. cit.

¹⁹⁹A. S. Santhapparaj and S. S. Alam, (2005), op. cit., pp. 72-76.

²⁰⁰N. K. Gaertner and D. S. Nollen, "Career experiences, perceptions of employment practice and psychological commitment to the organization", *Human Relations*, Volume 42, Number 11, (1989), pp. 975-91.

supportiveness of an organisation.²⁰¹ Moreover, supervision also then acts as a predictor of job satisfaction.²⁰² In addition to Muhammad and Akhtar made a study at Dhaka, Bangladesh to explore the relationship between facets with job satisfaction and suggested that there was a moderate, positive relationship between satisfaction with supervision and job satisfaction.²⁰³

2.7.4 Co-worker relationships

Finally, Co-worker's relationships provide as Yee maintains the most important factor influencing professional stimulation.²⁰⁴ The two concepts of Human Resource Management (HRM), soft and hard, differ in their interpretation of co-worker relationships. The administrators, who follow the concept of hard HRM, do not place an emphasis upon co-worker relationships role in developing efficiency in an organization. Hard HRM deals with employees in a more formal and strict way as compared to soft HRM.²⁰⁵ In the soft HRM view of Boland and Selby, organizations can retain their academic staff if there is effective interaction among colleagues and they are mutually supportive of each other.²⁰⁶ Ssesanga and Garrett demonstrate relationships with colleagues have an affect the level of job satisfaction.²⁰⁷ The co-worker's relationship has also been widely discussed by Chimanikire, Mutandwa, Gadzirayi, Muzondo and

²⁰¹R. G. Oldham, "The Motivational strategies used by supervisors, Relationships to effectiveness indicators", *Organizational Behaviour and Human Performance*, Volume 15, Issue 1, (1976), pp. 66-86.

²⁰²K. Ssesanga and R. M. Garrett, (2005), op. cit., pp. 33-56.

²⁰³N. Muhammad and M. Akhtar, "Supervision, Salary and Opportunities for Promotion as Related to Job Satisfaction", *ASA University Review*, Volume 4, Number 1, (2010), pp. 255-261.

²⁰⁴M. S. Yee, *Career in classroom, when teaching is more than a job*, (New York, Teachers college press 1990).

²⁰⁵J. Bratton & J. Gold, *Human Resource Management, Theory and Practice*, 4th Edition (Palgrave Macmillan, London, 2007).

²⁰⁶Boland and Selby in F. Noordin & K. Jusoff, "Level of Job Satisfaction among Malaysian Academic Staff", *Asian Social Science*, Volume 5, Number 5, (2009), pp. 122-128.

²⁰⁷K. Ssesanga and R. M. Garrett, (2005), op. cit., pp. 33-56.

Mutandwain,²⁰⁸ Hanif and Kamal.²⁰⁹ Malik, Nawab, Naeem and Danish,²¹⁰ Okpara²¹¹ and Santhapparaj and Alam.²¹² The academic staff's co-worker's relationship shows a sense of belonging and it is incorporated into Maslow's social needs. Besides this, the co-workers relationship is treated as intrinsic hygiene factors of Herzberg's two-factor theory.

From the aforementioned discussion we can state a series of additional hypotheses;

H2: Pay is positively related to job satisfaction.

H3: An opportunity for Promotion is positively related to job satisfaction.

H4: Satisfaction with supervision is positively related to job satisfaction.

H5: Co-workers relationships are positively related to job satisfaction.

2.8 Demographic characteristics and job satisfaction

Demographic characteristics like gender, age, race, tenure and qualification have been considered essential variables of interest in work attitude and behaviour.²¹³ For example Scot, Swartzel and Taylor demonstrate that demographic characteristics can lead to both job satisfaction and dissatisfaction.²¹⁴ The specific characteristics that are of interest and influence job satisfaction are:

²⁰⁸Chimanikire, Mutandwa, Gadzirayi, Muzondo and Mutandwain, "Factors affecting job satisfaction among academic Professionals in tertiary institutions in Zimbabwe", *African Journal of Business Management*, Volume 1, Issue 6, (2007), pp. 166-175.

²⁰⁹M. F. Hanif and Y. Kamal, (2009), op. cit.

²¹⁰M. E. Malik, S. Nawab, B. Naeem and R. Q. Danish, (2010), op. cit., pp. 17-26.

²¹¹J. Okpara, op. cit. (2004).

²¹²A. S. Santhapparaj and S. Alam, (2005), op. cit., pp. 72-76.

²¹³A. S. TSui and C. A. O'Reilly III, Beyond simple demographic effects: The importance of relational demography in superior-subordinate dyads, *Academy of Management Journal*, Volume 32, Number 2, (1989), pp. 402-423.

²¹⁴ M. Scot, K. A. Swartzel and W. N. Taylor, "The Relationships between Selected Demographic Factors and the Level of Job Satisfaction of Extension Agents", *Journal of Southern Agricultural Education Research*, Volume 55, Number 1, (2005), pp. 102-115.

2.8.1 Gender

In the relationship between gender and job satisfaction there is no consistent relationship found within the literature. In some contexts female workers have been found more satisfied with their jobs than males by Ahmad, Nawaz, Iqbal, Ali, Shaukat and Usman,²¹⁵ Clark,²¹⁶ Hoppock,²¹⁷ Malik,²¹⁸ Perrie and Baker,²¹⁹ Oshagbemi,²²⁰ Sloane & Williams,²²¹ and Ward and Sloane.²²² Yet, in contrast, within some studies males have been found to be more satisfied with their jobs than females by Callister,²²³ Hagedorn,²²⁴ Hajiha, Jassabi and Ghaffari,²²⁵ Imran, Irfan, Sher, Azen and Kashif,²²⁶ Olsen, Maple, & Stage,²²⁷ Olorunsola,²²⁸ and Perna,²²⁹ Finally, no differences in the level of job satisfaction between males and females have been found by Bedeian,

²¹⁵I. Ahmad, M. M. Nawaz, N. Iqbal, I. Ali, Z. Shaukat and A. Usman, "Effects of Motivational Factors on Employees Job Satisfaction a Case Study of University of the Punjab, Pakistan", *International Journal of Business and Management*, Volume 5, Number 3, (2010), pp. 70-80.

²¹⁶E. A. Clark, "Job satisfaction and gender why are women so happy at work?" *Labor Economics*, Volume 4, (1997), pp. 341-372.

²¹⁷R. Hoppock, *Job Satisfaction*, New York, NY, (Harper and Row 1935).

²¹⁸N. Malik, "Study of job satisfaction factors of faculty members at university of Baluchistan", *International Journal of Academic Research*, Volume 3. Number1, (2011), pp. 267-272.

²¹⁹M. Perie, and D. P. Baker, 'Job Satisfaction among America's Teachers, Effects of Workplace Conditions, Background Characteristics, And Teacher Compensation', *Statistical Analysis Report July 1997 U.S. Department of Education Office of Educational Research and Improvement NCES 97-XXX* (1997).

²²⁰T. Oshagbemi, "Gender differences in job satisfaction of university teachers", *Women in Management Review*, Volume 15, Issue 7, (2000), pp. 511-519.

²²¹P. Sloane & H. Williams, "Job satisfaction, comparison earnings, and gender", *Labour*, Volume 14, Issue 3, (2000), pp. 473-501.

²²²E. M. Ward and J. P. Sloane, "Non-Pecuniary Advantages versus Pecuniary Disadvantages; Job Satisfaction among Male and Female Academics in Scottish Universities", *Scottish Journal of Political Economy*, Volume 47, Issue 3, (2000), pp. 273-303.

²²³R. R. Callister, "The impact of gender and department climate on job satisfaction and intentions to quit for faculty in sciences and engineering fields" *Journal of Technology Transfer*, Volume 31, Issue 3, (2006), pp. 367-375.

²²⁴Hagedorn, L., "What contributes to job satisfaction among faculty and staff", *New Directions for Institutional Research*, No. 105 San Francisco, CA, Jossey-Bass, (2000).

²²⁵A. Hijah, J. Jassabi and F. Ghaffari, "The role of gender in job satisfaction of university staff members" Refereed paper, *Streamed, Gendered issues in HRD Ref.* 6.15.

²²⁶A. I. Hunjra, M. Irfan C. S. Aslam, M. Azam and Kashif-Ur-Rehman, "Factors effecting job satisfaction of employees in Pakistani banking sector", *African Journal of Business Management*, Volume 4, Issue 10, (2010), pp. 2157-2163.

²²⁷D. Olsen, S. Maple & F. Stage, "Women and minority job satisfaction, Professional role interests, professional satisfactions, and institutional fit" *Journal of Higher Education*, Volume 66, Issue 3, (1995), pp. 267-293.

²²⁸E.O Olorunsola, "Job satisfaction and gender factor of Administrative staff in south west Nigeria Universities", *EABR & ETLC Conference Proceedings Dublin, Ireland*, (2010), pp. 91-95.

²²⁹L. Perna, "Sex differences in faculty salaries, A cohort analysis", *Review of Higher Education*, Volume 24, Issue 3, (2001), pp. 283-307.

Burke, & Moffett,²³⁰ Bedeian, Ferris, & Kacmar,²³¹ Platsidou and Diamantopoulou,²³² Smith & Plant,²³³ and Warren & Johnson.²³⁴ We can hypothesis that while male and female employees can be suggested to behave differently with respect to job satisfaction the relationship is in determinant.

H6: Job satisfaction differs by gender.

2.8.2 Age

There are three views within the literature regarding the relationship between age and job satisfaction: first, there is a positive relationship between age and job satisfaction Ssesanga and Garrett²³⁵ and Ziwan and Leightley.²³⁶ Second, that the relationship between age and job satisfaction does not exist Santhapparaj and Alam²³⁷ and Malik.²³⁸ Finally, Sharma and Jyoti²³⁹ suggest that the relationship between age and job satisfaction is non-linear and is in fact “U” shaped.

H7: Mean age and job satisfaction relationship is “U” shaped.

²³⁰G. A. Bedeian, G. B. Burke & G. R. Moffett, “Outcomes of work-family conflict among married male and female professionals”, *Journal of Management*, Volume 14, Issue 3, (1998), pp. 475-491.

²³¹G. A. Bedeian, R. G. Ferris & M. K. Kacmar, “Age, tenure, and job satisfaction, A tale of two perspectives”, *Journal of Vocational Behavior*, Volume 40, Number 1, (1992), pp. 33-48.

²³²M. Platsidou and G. Diamantopoulou, “Job satisfaction of Greek universities, it affected by demographic factors, academic rank and problems of higher education”? in G. K. Zarifis (Ed.) *Educating the Adult Educator, Quality Provision and Assessment in Europe*, Conference Proceedings, ESREA-ReNAdET, (Thessaloniki, Grafima Publications, 2009), pp. 535-545.

²³³B. D. Smith & T. W. Plant, “Sex differences in the job, Satisfaction of university professors”, *Journal of Applied Psychology*, Volume 67, Issue 2, (1982), pp. 249-51

²³⁴A. J. Warren & J. P. Johnson, “The impact of workplace support on work-family role strain”, *Family Relations*, Volume 7, (1995), pp. 163-169.

²³⁵K. Ssesanga and R. M. Garrett, (2005), op. cit., pp. 33-56.

²³⁶Ziwan, L.E. Leightley. “Job satisfaction and workforce demographics, A longitudinal study of the U.S. forest products industry”, *Forest and Wildlife Research Center*, Research Bulletin FP 362, Mississippi State University, (2006), pp. 1-7.

²³⁷A. Santhapparaj and S. Alam, (2005), op. cit., pp. 72-76.

²³⁸N. Malik, (2011), op. cit., pp. 267-272.

²³⁹R. D. Sharma and J. Jyoti, “Job Satisfaction of University teachers, An empirical study”, *Journal of Services Research*, Volume 9, Number 2 (October 2009 - March 2010).

2.8.3 Qualification

A consistent picture emerges from the literature in relation to the linkage between qualification and job satisfaction. Gardner & Oswald,²⁴⁰ Gurbuz,²⁴¹ Metle,²⁴² Ziwan and Leightley,²⁴³ all show that qualification is positively related to job satisfaction.

H8: Qualification is positively related to job satisfaction.

2.8.4 Experience

Here, experience deals in number of years spent in teaching. Moreover, the importance of experience and its positive relationship with job satisfaction is supported within the literature by Alam, Talha and Ahsan,²⁴⁴ Kumar and Giri,²⁴⁵ Lewis²⁴⁶ and Santhapparaj and Alam.²⁴⁷ Thus we hypothesis that;

H9: Experience is positively related to job satisfaction.

²⁴⁰ J. Gardner & A. Oswald, "How does education affect mental well-being and job satisfaction"?, A summary of a paper presented to a *National Institute of Economic and Social Research conference*, at the University of Birmingham, on Thursday June 6, (2002).

²⁴¹ A. Gurbuz, "An Assessment on the effect of education level on the job satisfaction from the tourism sector point of view", *Doğuş Üniversitesi Dergisi*, Volume 8, Issue 1, (2007), pp. 36-46.

²⁴² K. M. Metle, "Education, job satisfaction and gender in Kuwait", *International Journal of Human Resource Management*, Volume 12, Issue 2, (2001), pp. 311-332.

²⁴³ Ziwan, L. E. Leightley, "Job satisfaction and workforce demographics, A longitudinal study of the U.S. forest products industry", *Forest and Wildlife Research Center*, Research Bulletin FP 362, Mississippi State University. (2006), pp. 1-7.

²⁴⁴ S. S. Alam M Tallha, C. N. Civanand, and M. N. Ahsan, "Job Satisfaction of University Women Teachers in Bangladesh", *Jouranl of social sciences*, Issue 2, Volume 1, (2005), pp. 88-91.

²⁴⁵ P. Kumar & V. Giri, "Effect of Age and Experience on Job Satisfaction and Organizational Commitment, The Icfai University", *Journal of Organizational Behaviour*, Volume 8, Number 1, (2009), pp. 28-36.

²⁴⁶ F. L. A. Lewis, "Job satisfaction, decisional discrepancy, academic social climate and academic achievement in selected title 1 elementary schools", *unpublished dissertation Abstracts International*, 43,1, 35-A. (1982),

²⁴⁷ A. Santhapparaj and S. Alam, (2005), op. cit., pp. 72-76.

2.8.5 Rank and Designation

The concept of rank or designation is used interchangeable with each other. Rank or designation is consistently positively related with job satisfaction across a range of studies Egbule,²⁴⁸ Oshagbemi²⁴⁹ and Ssesanga and Garrett.²⁵⁰

H10: Rank / Designation is positively related to job satisfaction.

2.8.6 Job Status

Strydom suggested in terms of job status as, the permanent academic staffs enjoy job security, after retirement benefits and annual increments but the contractual academic staffs are deprived from such benefits.²⁵¹ Job status requires recognition that there are two distinct types: permanent and contractual. Permanent academic staff refers to those who have been selected through regular recruitment processes defined by the Higher Education Commission (HEC) of Pakistan. On the other hand, contractual academic staff are recruited by the administrative authorities of each university to run undertake teaching. We are interested to see the level of job satisfaction for the differing types (permanent and contractual) of academic staff.

H11: job satisfaction differs by job status.

2.8.7 Salary

Here salary means a lump sum amount of money which academic staff receives after one month. In the previous section it has also been discussed pay is positively correlated with job satisfaction. Pay treated as hygiene factor and salary is one of the

²⁴⁸P. E. Egbule, "Factors Related to Job Satisfaction of Academic Staff in Nigerian Universities", *Journal of Further and Higher Education*, Volume 27, Number 2, (2003),

²⁴⁹T. Oshagbemi, "The impact of age on the job satisfaction of university teachers", *Research in Education*, Volume 59, (1998), pp. 95-108.

²⁵⁰K. Ssesanga and R. M. Garrett, op. cit., (2005), pp. 33–56.

²⁵¹A. Strydom, *The job satisfaction of academic staff members on fixed-term employment contracts at South African Higher Educational Institutions*, unpublished dissertation (PhD), University of the Free State Bloemfontein, (2011): p. 195.

demographic characteristics. Pay differs from salary because it also includes other benefits e.g. supervision and examination of theses etc. Warden and Sloane,²⁵² and Ziwan and Leightley²⁵³ found a positive relationship between salary and job satisfaction.

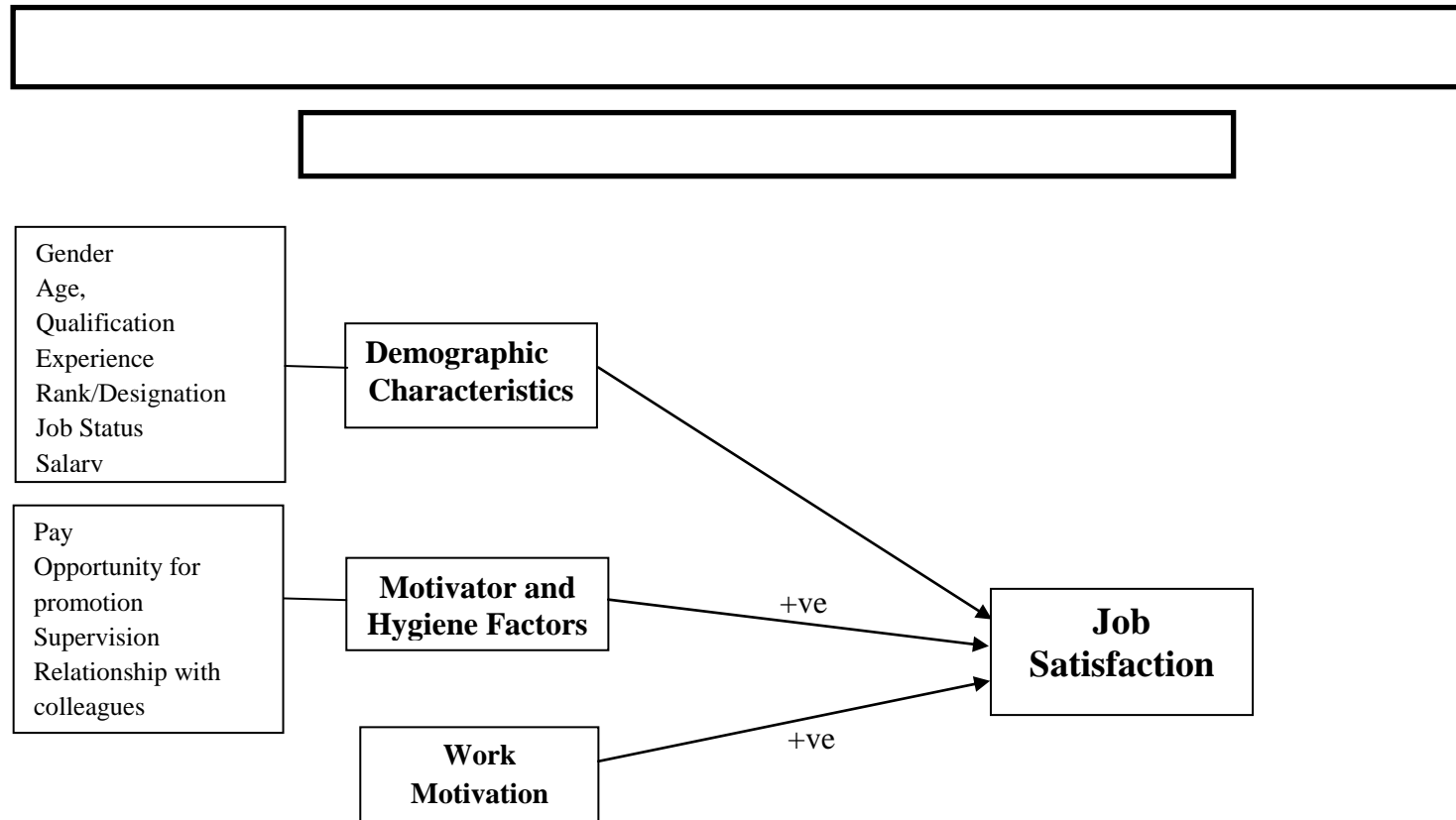
H12: Salary is positively related to job satisfaction.

On the basis of above discussions, it may be concluded that the influence of gender, age and job status on job satisfaction have revealed the mixed set of results while qualification, experience, rank/designation and salary demonstrated a consistently positive relationship with job satisfaction. We may summarise the findings of this chapter in figure 2.5 below.

²⁵²M. E. Ward and P. J. Sloane, J. P., "Non-Pecuniary Advantages versus Pecuniary Disadvantages; Job Satisfaction among Male and Female Academics in Scottish Universities", *Scottish Journal of Political Economy*, Volume 47, Issue 3, (2000), pp. 273-303.

²⁵³Ziwan, L.E. Leightley, "Job satisfaction and workforce demographics, A longitudinal study of the U.S. forest products industry", *Forest and Wildlife Research Center*, Research Bulletin FP 362, Mississippi State University, (2006), pp. 1-7.

Figure 2.5 Partial Schematic diagram



Source: Author own generated (based upon previous studies, theories and models)

Figure 2.5 illustrated the partial schematic diagram of the study. The Labor Process Theory and Well-Being provided useful insight in respect to develop current study. Their linkages were missing because these two concepts were not measured in this study. Moreover, the above diagram showed the relationship among variables firstly, demographical characteristics which include (gender, age, qualification, teaching experience, rank/designation, job status and salary) and it showed mixed results with job satisfaction. Owing to this reason no sign was used of its relationship with job satisfaction. Secondly, motivator and hygiene factors (pay, opportunity for promotion, supervision and relationship with co-workers), and work motivation were positively correlated with job satisfaction. A complete schematic diagram is presented at the end of Chapter 3.

The following chapter now turns to literature review on antecedents (organizational commitment and organizational culture) and consequence (intention to leave and intention to stay) of job satisfaction.

CHAPTER 3

ORGANIZATIONAL COMMITMENT AND ORGANIZATIONAL CULTURE

3.1 Introduction

While the chapter above focused upon an individual's response to work in the form of motivation job satisfaction is also contextualised within the institutional form of the organisation. In this chapter our focus is on the institution and its impact on job satisfaction. In the last four decades a great deal of literature has been developed on the subject of antecedents (organizational commitment and organizational culture) and consequences (intention to leave and intention to stay) for job satisfaction. Unluckily, the literature has been fragmented and most of the emphasis has centred upon empirical studies. This chapter contributes to the literature by offering some insights into the theoretical development of organisational commitment.

The chapter is organized as follows: Section 3.2 provides information on organizational commitment and its significance with reference to employee, organization and society. In addition, it describes the behavioural and attitudinal perspectives of organizational commitment. It also explains organizational commitment and job satisfaction with reference to higher educational institutes when applied to the context of developing countries like Pakistan. Section 3.3 describes organizational culture and its evolution. Moreover, this section provides a discussion on the dimensions of organizational culture and finally describes the role played by organizational culture for job satisfaction within higher educational institutes. Section 3.4 examines our understanding of the intention to leave and, in particular, its relationship with job satisfaction at universities in Pakistan. Finally, Section 3.5 offers a summary of the chapter.

3.2 Organizational Commitment

Morrow and McElroy suggested there is confusion about the definition of organizational commitment, due to several contrasting views and a lack of uniformity in its definition.²⁵⁴ While keeping in mind the lack of uniformity, Meyer and Herscovitch point out that there must be a 'core essence' that "characterizes the construct and distinguishes it from other constructs".²⁵⁵ To establish this 'core essence', it is essential to examine the construct with the help of studying and analyzing a set of definitions (see Appendix I). After reviewing the definitions, it may be suggested that it is just like an agreeable force or drive which is essential to lead behavior towards a specific direction. Given this commonality, the set of definitions varies on the following basis; procedure, dimensionality, foundation, antecedents and consequences.

Although all the definitions were of organizational commitment, it seems that these definitions only considered the concept of an individual's commitment and totally ignored that of the context in which an organization exists.²⁵⁶

The meanings of organization are debatable. Rousseau suggested that organization means an entity which has its own behavior, inside and outside communication and administrative thoughts.²⁵⁷ However, this was not a new idea as Drucker had already suggested that organizations are both simultaneous and pre-existing before the industrial state.²⁵⁸ Cooper and Hartley suggest that the earlier literature advises that

²⁵⁴C. P. Morrow and J. C. McElroy, "Introduction, Understanding and managing loyalty in a multi-commitment world", *Journal of Business Research*, Volume 26, Issue 1, (1993), pp. 1-2.

²⁵⁵P. J. Meyer, and L. Herscovitch, "Commitment in the workplace, Toward a general model", *Human Resource Management Review*, Volume 11, Number 3, (2001), pp. 299-326.

²⁵⁶J. Coopey and J. Hartley, "Reconsidering the case for organizational commitment", *Human Resource Management Journal*, Volume 1, Issue 3, (1991), pp. 18-32.

²⁵⁷M. D. Rousseau, "Organizational behavior in the new organizational era", *Annual Review of Psychology*, Volume 48, Issue 1, (1997), pp. 515-546.

²⁵⁸F. P. Drucker, *The new society, The anatomy of the industrial order*, 1st edition, (New York, Harper 1950).

organizations are uncomplicated and unitarist (employee with shared interests).²⁵⁹ Yet Reichers suggests that the concept of unitarist contradicts contemporary organizational theory that organizations are coalitional entities and deal with multiple competing goals and values of employee's commitment with organizations.²⁶⁰ On the basis of the above discussions, it may be concluded that although there are many conflicting views a consensus exists that organizational commitment is nevertheless a driver which leads the behavior of an employee towards the accomplishment of organizational goals.

The understanding of organizational commitment plays a pivotal role for employees, organizations and societies.²⁶¹ As far as employees are concerned, Rousseau suggests that employees obtain psychological benefits from the organizations where they perform their duties.²⁶² The explanation focuses on psychological benefits which are the results of the mental attachment of the employee to the organizations. In early 1990's, Meyer and Allen developed a model to support organizational commitment comprising of three components viz; affective, continuance and normative commitment and suggested that the mental attachment of an employee, identification with and involvement towards organization, is understood as 'affective commitment'. As far as continuance and normative commitment were concerned, 'continuance commitment' is the result of an employee's fear of leaving the organization, and finally normative commitment is employee's feeling of the responsibility to remain part of the organization. They suggested that these are components of attitudinal commitment and furthermore, provided preliminary evidence that the three components are theoretically

²⁵⁹J. Coopey and J. Hartley, (1991), op. cit., pp. 18-32.

²⁶⁰E. A. Reichers, "A review and reconceptualization of organizational commitment", *Academy of Management Review*, Volume 10, Issue 3, (1985), pp. 465-476.

²⁶¹T. R. Mowday, W. L. Porter and M. R. Steers, *Employee-organization linkages, The psychology of commitment, absenteeism, and turnover*, San Diego, (CA, Academic Press 1982).

²⁶²M. D. Rousseau, "Why workers still identify with organizations", *Journal of Organizational Behaviour*, Volume 19, Issue 3, (1998), pp. 217-233.

and empirically separable.²⁶³ The review of Meyer and Allen's model implies that affective commitment is part of organizational commitment because it deals with the attachment of the employee to the organization.²⁶⁴ Rousseau considered 'identification' in the form of only mental attachment and ignored the other attachments of the employee toward an organization e.g. need and obligation to stay with organizations. In accordance with this, Randal pointed out the impact on the organization of the individual's commitment is adversely affected when commitment is low and conversely positive when commitment is high.²⁶⁵

As far as organizations and societies are concerned, Mathieu and Zajac suggested that, in the case of higher level of organizational commitment, job movement is lessened; the quality of work may be improved and ultimately this may contribute towards national productivity.²⁶⁶ Similarly, Hom and Griffeth supported Mathieu and Zajac's view and suggest that turnover costs contain a reduction in output, poor service quality, increased managerial load and employee discouragement.²⁶⁷

These turnover costs can thus amount to a substantial amount of additional financial cost incurred by the firm and Ramsay-Smith suggests that the cost to a firm of replacing an employee is in the range of one to two years of pay.²⁶⁸ Consistent with this work, Takes reported that the U.S economy pays approximate \$5 trillion annually in turnover

²⁶³P. J. Meyer and J. N. Allen, "A three-component conceptualization of organizational commitment", *Human Resource Management Review*, Volume 1, Issue 1, (1991), pp. 61-89.

²⁶⁴*Ibid.*

²⁶⁵D. Randal, "Commitment and the organization, The organization man revisited", *Academy of Management Review*, Volume 12, Number 3, (1987), pp. 460-471.

²⁶⁶E. J. Mathieu and M. D. Zajac, "A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment", *Psychological Bulletin*, Volume 108, Issue 2, (1990), pp. 171-194.

²⁶⁷W. P. Hom and W. R. Griffeth, *Employee Turnover*, (Cincinnati, OH, South-Western College Publishing 1995).

²⁶⁸G. Ramsay-Smith, "Employee turnover, The real cost", *Strategic HR Review*, Volume 3, (2004), p. 7.

costs.²⁶⁹ Therefore, employers who develop a greater understanding of organizational commitment may see the costs of turnover reduced.²⁷⁰ In a nutshell, it may be concluded that research on organizational commitment may be beneficial for employees, organizations and societies.

The examination of organizational commitment and its components can be traced to 1958 when Kelman began to focus upon “*compliance, identification and internalization three processes of attitude change*”. Kelman’s study became a starting point for later organizational commitment studies. The stimulated attitude is adopted with the aim of developing favour from others rather than opposition or penalties. According to Kelman, compliance, identification and internalization are three key processes on which employee attitude is based; firstly, compliance takes place when one acknowledges actions seek to attain supportive interaction from others. Secondly, identification takes place when a person seeks to establish and preserve self-recognizing associated from others. Thirdly, internalization occurs when a person acknowledges that stimulated attitude is fundamentally rewarding.²⁷¹

Building upon Kelman’s approach O’Reilly and Chatman developed a broader set of assumptions into a multi-dimensional model. According to this model, commitment is related to the attitude of an individual which he/she has toward his/her organization. Further they found commitment comprises compliance, identification and internalization and suggested that identification and internalization were positively correlated with pro-social behavior. Thereafter, they combined the last two forms of

²⁶⁹S. Takes, *Journal of Business Strategy*, Volume 24, Issue 1, (2003), in D. S. Cortez, *A case study of organizational commitment*, unpublished dissertation (PhD), The University of Texas at Austin, Austin, Texas, (2008), p. 3.

²⁷⁰D. S. Cortez, *A case study of organizational commitment*, unpublished dissertation (PhD), The University of Texas at Austin, Austin, Texas, (2008), p. 3.

²⁷¹H. C. Kelman, “Compliance, identification and internalization three processes of attitude change”, *Journal of conflict resolution*, Volume 2, (1958), pp. 51-60.

commitment, identification and internalization, and named this combination ‘normative commitment’.²⁷² Still, it seems that the organizational commitment concept needs more explanation and is curtailed due to two different behavioral and attitudinal perspectives.²⁷³ It is essential to review both of the perspectives for a better understanding of organizational commitment and also to examine these two approaches differ from one another.

3.2.1 Behavioral perspective

The behavioral perspective focuses on a process in which an employee “locks himself in with a certain organization and looks at how they deal with this problem”.²⁷⁴ This process is articulated as “To act is to commit oneself”.²⁷⁵ Here, the behaviour of the employee is in accordance with the requirements of the organization and as a result both organization and employee expressed as oneself. The concept of oneself does not occur abruptly, it needs employee committed behaviour with organization. Scholl enhanced the discussion and suggested that individual behavior is directed by a type of force which is known as ‘commitment’, and concluded that organizational membership is the result of personal investment by an employee.²⁷⁶ The behavioral approach to organizational commitment has been avidly adopted by authors including; Becker,²⁷⁷

²⁷²C. O'Reilly and J. Chatman, “organizational commitment and psychological attachment, the effects of compliance, identification and internalization on pro-social behavior”, *Journal of Applied Psychology*, Volume, 71, Issue, 3, (1986), pp. 492-499.

²⁷³T. R. Mowday, M. R. Steers, and W. L. Porter, “The measurement of organizational commitment”, *Journal of Vocational Behavior*, Volume 14, Number 2, (1979), pp. 224-247.

²⁷⁴T. R. Mowday, W. L. Porter and M. R. Steers, (1982), op. cit., p. 26.

²⁷⁵R. G. Salancik, *Commitment and control of organizational behavior and beliefs* (1977), p. 4 in J. J. Bagraim, *The Improbable Commitment, Organizational Commitment Amongst South African Knowledge Workers*, unpublished dissertation (PhD), University of Warwick, Warwick, United Kingdom, (2004), p. 29.

²⁷⁶W. R. Scholl, “Differentiating commitment from expectancy as a motivating force”, *Academy of Management Review*, Volume 6, Number 4, (1981), pp. 589-599.

²⁷⁷S. H. Becker, “Notes on the concept of commitment”, *American Journal of Sociology*, Volume 66, Number 1, (1960), pp. 32-40.

Hrebiniak and Alutto,²⁷⁸ Ritzer and Trice²⁷⁹ and Salancik.²⁸⁰ Becker conceptualized the term ‘organizational commitment’ and named it ‘*side-bets*’ which normally occurs as the result of exchange between an employee and an organization.²⁸¹ The employee is deterred from leaving the organization because he has to face loss of seniority, as well as non-transfer of pension, reputation and specific organizational work. As a result, to avoid these losses, there may be employee committed behaviour with the organization.²⁸² In the views of Becker, it may be concluded that the committed behavior of the employee is not due to the attachment with the organizations, it is the result of his/her personal calculations. In the case of less return from the organizations than the expectations of the employee, may lead to job dissatisfaction and ultimately intention to leave. Thus employee’s extraneous interest in the organization might possibly mean his or her commitment may be greater than the expectation of the organization, but the measuring mechanism is missing in this scenario.

Hrebiniak and Allutto sought to develop a means to measure this commitment through a self-reporting questionnaire methodology utilising a behavioural perspective of the employee and concluded that the questionnaire proved the validity of Becker’s side-bets theory.²⁸³

Exchange between employee and organization does not exist all the time, there may be other determinants of behavioral commitment. To review other determinants, Ritzer and

²⁷⁸G. L. Hrebiniak and A. J. Alutto, “Personal and role-related factors in the development of organizational commitment”, *Administrative Science Quarterly*, Volume 17, Issue 4, (1972), pp. 555-573.

²⁷⁹G. Ritzer and M. H. Trice, “An empirical study of Howard Becker's side bet theory”, *Social Forces*, Volume 47, Number 4, (1969), pp. 475-479.

²⁸⁰R. G. Salancik, Commitment and control of organizational behavior and beliefs (1977), p. 4 in J. J. Bagraim, *The Improbable Commitment, Organizational Commitment Amongst South African Knowledge Workers*, unpublished dissertation (PhD), University of Warwick, Warwick, United Kingdom, (2004), p. 30.

²⁸¹S. H. Becker, (1960), op. cit., pp. 32-40.

²⁸²Ibid.

²⁸³G. L. Hrebiniak and A. J. Alutto, (1972), op. cit., pp. 555-573.

Trice undertook a study which considered the relationship between side-bets and behavioural commitment. They did not find any relationship between tenure, age and marital status with behavioural commitment and argued psychological factors are more important than the behaviour perspective probed by Becker's side-bets theory.²⁸⁴

To summarise, the disparate literatures of Mowday et al., Salancik, Becker, Hrebiniak and Alutto, and Ritzer and Trice suggests that the behavioral perspective of the employee is visible through linked attachment, involvement, and action of beliefs in the form of behavior of an employee. These findings highlight an essential point that psychological factors are related to attitudinal perspective of an employee and exists before the behavioural perspective. Their conclusion was supported by Meyer and Allen²⁸⁵ and Angle and Perry and suggests that attitudinal perspectives of organizational commitment are of continued importance.²⁸⁶ In order to examine the significance of behavioral perspective of organizational commitment we must first examine a broader concept of attitudinal perspective of organizational commitment.

3.2.2 Attitudinal perspective

A substantial amount of literature has been based upon attitudinal perspective- deals with psychological attachment of the employee with organization; including Angle and Perry,²⁸⁷ Buchanan,²⁸⁸ Jaros, et al.,²⁸⁹ Meyer and Allen,²⁹⁰ and O'Reilly and Chatman.²⁹¹

²⁸⁴G. Ritzer and M. H. Trice, "An empirical study of Howard Becker's side bet theory", *Social Forces*, 47, (1969), pp. 475-479.

²⁸⁵P. J. Meyer, and J. N. Allen, "Testing the "side-bet theory" of organizational commitment, Some methodological considerations", *Journal of Applied Psychology*, Volume 69, Issue 3, (1984), pp. 372-378.

²⁸⁶L. H. Angle, and L. J. Perry, "An empirical assessment of organizational commitment and organizational effectiveness", *Administrative Science Quarterly*, Volume 26, Issue 1, (1981), pp. 1-14.

²⁸⁷L. H. Angle and L. J. Perry, (1981), op. cit., pp. 1-14.

²⁸⁸B. Buchanan, (1974), op. cit., pp. 533-546.

Angle and Perry's study was conducted on 24 organizations, providing the services of fixed route buses in the western United States and suggested that psychological factors are more important than behavioral factors.²⁹² Attitude is reflected through behavior but the formulation of attitude is a time dependent process. The significance of psychological factors may be seen from Buchanan whose study suggested that organizational commitment does not occur overnight; it takes time.²⁹³ The point is attitudinal commitment of an employee does matter and is a determinant of an intention to leave or not.

To review this, Jaros et al.'s study addressed the relationship between attitudinal commitments on turnover; it was conducted in an aerospace organization based in the Southeastern USA. The interesting point of the study was that it considered moral commitment. Furthermore, Jaros et al., suggested that moral commitment is the psychological attachment to the organization through internalization to its aims, ethics and ultimately its mission. They suggested that moral commitment varies from Meyer and Allen's affective commitment for several reasons; firstly, it focuses on a sense of obligation, secondly, a sense of commitment and finally, effort within the organization. Moral commitment also differs from continuance commitment because it does not deal with the personal calculations of the employee and also concluded that both moral commitment and continuance commitment were negatively correlated with job

²⁸⁹J. S. Jaros, et al., "Effects of continuance, affective, and moral commitment on the withdrawal process, An evaluation of eight structural equation models", *Academy of Management Journal*, Volume 36, Issue 5, (1993), pp. 951-995.

²⁹⁰J. P. Meyer, and N. J. Allen, "The measurement and antecedents of affective, continuance, and normative commitment to the organization", *Journal of Occupational Psychology*, Volume 63, Issue 1, (1990), pp. 1-18.

²⁹¹C. A. O'Reilly and J. Chatman, "Organizational commitment and psychological attachment, The effects of compliance, identification, and internalization on prosocial behavior", *Journal of Applied Psychology*, Volume 71, Issue 3, (1986), pp. 492-499.

²⁹²H. L. Angle and J. L. Perry, (1981), op. cit., pp. 1-14.

²⁹³B. Buchanan, (1974), op. cit., pp. 533-546.

satisfaction.²⁹⁴ While moral commitment is distinct from the affective and continuance commitment of Meyer and Allen's model we can suggest it does not differ from normative commitment because normative commitment deals with obligation to remain in the organization and is similar to moral commitment. So, we may suggest that the study of Jaros et al., is not a distinct departure from the Meyer and Allen's model of organizational commitment.

In above discussed views of Rousseau, Kleman, O'Reilly and Chatman and Meyer and Allen frequently used the terms 'organizational commitment' and 'organizational identification'. In Cortez's opinion, both organizational commitment and organizational identification are the employee's attitude towards the organization.²⁹⁵ Buchanan²⁹⁶, as well as O'Reilly and Chatman,²⁹⁷ suggested that organizational identification is a component of organizational commitment, whereas Mottaz²⁹⁸ and Reichers²⁹⁹ suggested both are synonymous. Mowday et al., suggested that organizational commitment is "the relative strength of an individual's identification with, and involvement in, a particular organization".³⁰⁰ In contrast, the views of Mael and Ashforth³⁰¹ and Pratt³⁰²

²⁹⁴J. S. Jaros, et al., "Effects of continuance, affective, and moral commitment on the withdrawal process, An evaluation of eight structural equation models", *Academy of Management Journal*, Volume 36, Issue 5, (1993), pp. 951-995.

²⁹⁵D. S. Cortez, (2008), op. cit., p. 25.

²⁹⁶B. Buchanan, "Building organizational commitment, The socialization of managers in work organizations", *Administrative Science Quarterly*, Volume 19, Issue 4, (1974), pp. 533-546.

²⁹⁷A. C. O'Reilly, and J. Chatman, "Organizational commitment and psychological attachment, The effects of compliance, identification, and internalization on pro social behavior", *Journal of Applied Psychology*, Volume 71, Issue 3, (1986), pp. 492-499.

²⁹⁸J. C. Mottaz, "Determinants of organizational commitment", *Human Relations*, Volume 41, Issue 6 (1988), pp. 467-482.

²⁹⁹E. A. Reichers, "A review and reconceptualization of organizational commitment", *Academy of Management Review*, Volume 10, Number 3, (1985), pp. 465-476.

³⁰⁰T. R. Mowday, W. L. Porter, L. W., and M. R. Steers, (1982), op. cit., p. 226.

³⁰¹A. F. Mael and E. B. Ashforth, "Loyal from day one, Biodata, organizational identification, and turnover among newcomers", *Personnel Psychology, Inc.*, Volume 48, Number 2, (1995), pp. 309-333.

³⁰²G. M. Pratt, *To be or not to be? Central questions in organizational identification*, (Sage Publications, Incorporations, 1989), 171-207, in D. Whetton and P. Godfrey (Eds.), *Identity in organizations, Building theory through conversations*. Thousand Oaks, C.A, Sage, Publications.

depend upon the Social Identity Theory (SIT) ³⁰³ and suggest that the occurrence of organizational identification is a result of perception of oneness or belonging, and the individual's beliefs. SIT is therefore context specific and may be defined as people who classify themselves on the basis of social categories which are; membership of an organization, affiliation with religion, gender and age etc.³⁰⁴ In conclusion we can therefore suggest that the organisational commitment in Pakistani universities is contextually determined.

In contrast, Cheney and Tompkins suggest that an individual may be committed to an organization but may not be identified with a certain organization, e.g. a teacher might be a part of an academic staff association because he/she has to approve of their actions but he or she may not be involved in the activities of the association.³⁰⁵ Gautam et al., suggested that both organizational commitment and organizational identification developed on the basis of different sources. Organizational identification is due to the perceived similarity and shared fate of the employee with the organization, while organizational commitment is due to exchange-based factors, such as the material relationship of the employees with the organization.³⁰⁶ In contrast to the aforementioned argument, Sass and Canary suggested that organizational commitment and organizational identification are similar to each other. They suggest on the basis of their study, which was conducted on employees of different organizations that organizational

³⁰³E. B. Ashforth, B. E., and F. Mael, "Social identity theory and the organization", *Academy of Management Review*, Volume 14, Number 1, (1989), pp. 20-39

³⁰⁴Ibid. pp. 20-39.

³⁰⁵G. Cheney, and K. P. Tompkins, "Coming to terms with organizational identification and commitment", *Central States Speech Journal*, Volume 38, Number 1, (1987), pp. 1-15.

³⁰⁶T. Gautam, R. VanDick and U. Wagner, "Organizational identification and organizational commitment, Distinct aspects of two related concepts", *Asian Journal of Social Psychology*, Volume 7, Number 3, (2004), pp. 301-315.

commitment and organizational identification are strongly associated with each other and organizational identification cannot be separated from attitudinal commitment.³⁰⁷

In a nut shell, in general the concept of organizational commitment has a broader scope than organizational identification; firstly, organizational identification is a sub-part of organizational commitment; secondly, it deals with affective, continuance and normative commitment and finally it depends upon exchange-based factors between employee and organization. Therefore, in particular, it is suggested that attitudinal perspectives are more essential than the behavioral perspectives of organizational commitment due to the fact that attitudinal perspectives deal with mental attachment of an employee with an organization, it also links with psychological factors which ultimately becomes the actions of employee in the form of behavior and lastly it does not occur abruptly, it takes time.

In this study the impact of affective commitment with job satisfaction will be analyzed. The concept of affective commitment has significance for many reasons; firstly, it has a broader and distinct perspective than moral commitment and secondly, it deals with employee attachment to the organization; and finally, it does not deal with employee personal calculations like continuance and normative commitment. We therefore believe that our empirical approach to job satisfaction requires the development of the quantification of organizational commitment.

3.2.3 The determinants and consequences of organizational commitment

Before proceeding further, it is essential to review some of the determinants and consequences of organizational commitment. Reichers reported a theoretical and

³⁰⁷S. J. Sass and J. D. Canary, "Organizational commitment and identification, An examination of conceptual and operational convergence, *Western Journal of Speech Communication*, Volume 55, Issue 3, (1991), pp. 275-293.

empirical review of organizational commitment.³⁰⁸ In accordance with this review, this part of the work summarizes a few studies on organizational commitment which treat it as dependent and independent variables.

Several studies reviewed the organizational commitment but only a few have concentrated on academic staff. The findings of some of these studies are presented in Tables 3.1 below which addresses the determinants of organizational commitment. In Table 3.2 below studies are reported that treat the consequences of organizational commitments.

Table 3.1 Organizational commitment as a dependent variable

Researcher (s)	Year	Sample	Determinants	Correlates
Alluto et al.,	1973	Teachers, nurses	Investments (age, education etc.)	+ve
Bartol	1979	Computer specialists	Job satisfaction	+ve
Kiesler and Saukumura	1966	Students	Extrinsic reward	+ve
Nawab and Bhatti	2011	University teachers	Compensation,	+ve
Sheldon	1971	Scientists	Age, tenure, position	+ve

Source: Reichers (1985), p. 466.

Table 3.2 Organizational commitment as an independent variable

Researcher (s)	Year	Sample	Consequences	Correlates
Angle & Perry	1981	Transit workers	Tardiness, turnover	-ve
Bateman & Strasser	1984	Nurses	Job satisfaction	+ve
Hom et al.,	1979	Military personnel	Turnover	-ve
Usman et al.,	2011	University teachers	Organizational learning culture	+ve
Van Manen	1975	Police recruits	Performance	+ve

Source: Reichers (1985), p. 467.

In the above two tables, age, education, job satisfaction, extrinsic reward, employee compensation, and tenure and position have been analyzed as antecedents and are

³⁰⁸A. E. Reichers, "A review and reconceptualization of organizational commitment", *Academy of Management Review*, Volume 10, Issue 3, (1985), pp. 465-476.

shown to be positively correlated with organizational commitment. In contrast, tardiness and turnover were negatively correlated with organizational commitment, while job satisfaction, organizational learning culture and performance have been analyzed as consequences of organizational commitment and were positively correlated with organizational commitment. It is shown that only two studies reviewed the organizational commitment in academic staff. The scope of both studies remains narrower due to considering only compensation and organizational learning culture. The significance of relationships between organizational commitment and job satisfaction may not be denied and is discussed below.

3.2.4 Similarities and differences between organizational commitment and job satisfaction

This section throws light on the similarities and differences between organizational commitment and job satisfaction. This debate started with Herzberg in the early sixties,³⁰⁹ and later with Steer in the late seventies,³¹⁰ when they described the “presence or absence of numerous attributes, originating internally from within the employing organisation, influences an individual worker’s attitudes concerning his/her job and his/her commitment to his/her organisation”.

Bateman and Strasser suggested that the most vital reason for studying organizational commitment is that it is related, but not identical, to the attitudinal, affective and cognitive construct of the job satisfaction.³¹¹ Norris and Niebuhr suggested job satisfaction and organizational commitment are distinguishable attitudes of employees.

³⁰⁹F. Herzberg, *Work and the Nature of Man*, (World Publishing Company: Cleveland, OH 1966) in B. Gumbang, et al., “Differences between job satisfaction, organizational commitment and gender”, *Labuan e-Journal of Muamalat and Society*, Volume 4, (2010), pp. 1-13.

³¹⁰M. R. Steers, “Antecedents and Outcomes of Organizational Commitment”, *Administrative Science Quarterly*, Volume 22, Number 1, (1977), pp. 46-56.

³¹¹T. Bateman, and S. Strasser, “A longitudinal analysis of the antecedents of organizational commitment”, *Academy of Management Journal*, Volume 27, Number 1, (1984), pp. 95-112.

Job satisfaction is connected with an emotional reaction to the instantaneous work atmosphere, while organizational commitment is more steady and persistent in its nature.³¹² In accordance, theorists submitted that job satisfaction is less stable than organizational commitment.³¹³

As shown above organizational commitment not only deals with the affective or attitudinal aspects of the job, it also incorporates the cost of leaving the job and the obligation to remain with the organizations. In the case of job satisfaction, there are certain facets which motivate employees in their job and other facets that prevent dissatisfaction at work. It can happen that someone is satisfied or dissatisfied with the job but may, or may not, be committed to the organization. It may be suggested that commitment is more than mere satisfaction. Compared with job satisfaction, the development of organizational commitment takes longer to be attached with organizations.³¹⁴ In Chapter 2 and in the earlier part of this chapter, we have seen how approaches to job satisfaction and organizational commitment differ from one another. It may be concluded that both concepts should be treated separately. When applying this approach to studies of organizational commitment and job satisfaction within Pakistani HEIs.

3.2.5 Organizational Commitment and Job satisfaction in HEIs

This section offers insight into organizational commitment and job satisfaction in general and, in particular, it describes the relationship between these two concepts in

³¹²R. D. Norris, and E. R. Niebuhr, "Attributional influences on the job performance job satisfaction relationship", *Academy of Management Journal*, Volume 27, Number 2, (1984), pp. 424-431.

³¹³T. R. Mowday, W. L. Porter, and M. R. Steers, *Employee-organization linkages*, New York: Academic Press (1982) in J. P. Curry et al., "On the Causal Ordering of Job Satisfaction and Organizational Commitment", *Academy of Management Journal*, Volume 29, Number 4, (1986), pp. 847-858.

³¹⁴B. Buchanan, (1974), op cit., pp. 533-546.

HEIs. In the last three decades, a great deal of literature has stated mixed outcomes on the relationship between these two concepts. In addition, several important studies have suggested that a positive relationship exists between organizational commitment and job satisfaction including; Busch et al.,³¹⁵ Chughtai and Zafar,³¹⁶ Malik et al.,³¹⁷ Nawab and Bhatti,³¹⁸ Okpara,³¹⁹ Warsi et al.³²⁰

The World Bank and United Nations Educational, Scientific and Cultural Organization (UNESCO) jointly commissioned a study on the future of Higher education in developing countries. The findings suggested that faculty members in developing countries were less motivated, rewarded poorly and under qualified in comparison to academic staff in developed economies.³²¹ Academics of developing countries are faced with these critical issues and ultimately this leads to less commitment and as a result an increase in the intention to leave. Lee's study on *Restructuring Higher Education* in the Malaysian context confirmed these findings and suggested that teachers are offered fewer financial incentives, leading to an absence of commitment and higher turnover.³²²

³¹⁵T. Busch et al., "Disciplinary differences in job satisfaction, self-efficacy, goal commitment and organizational commitment among faculty employees in Norwegian colleges, An empirical assessment of indicators of performance", *Quality in Higher Education*, Volume 4, Number 2, (1998), pp. 137-157.

³¹⁶A. A. Chughtai and S. Zafar, "Antecedents and consequences of organizational commitment among Pakistani universities teachers", *Applied H. R. M. Research*, Volume 11, Number 1, (2006), pp. 39-64.

³¹⁷M. E. Malik, et al., "Job Satisfaction and Organizational Commitment of University Teachers in Public Sector of Pakistan", *International Journal of Business and Management*, Volume 5, Number 6, (2010), pp. 17-26.

³¹⁸S. Nawab and K. K. Bhatti, "Influence of Employee Compensation on Organizational Commitment and Job Satisfaction, A Case Study of Educational Sector of Pakistan", *International Journal of Business and Social Science*, Volume 2, Number 8, (2011), pp. 25-32.

³¹⁹J. O. Okpara, "Job Satisfaction and organizational commitment, Are there differences between American and Nigerian Managers Employed in US MNCs in Nigeria"? *Presented at the Academy of Business & Administrative Sciences*, June 12-14, (2004).

³²⁰S. Warsi, "Study on relationship between organizational commitment and its determinants among private sector employees of Pakistan", *International Review of Business Research Papers*, Volume 5, Number 3, (2009), pp. 399-410.

³²¹Peril and Promise, *Higher Education in Developing Countries*, (The International Bank for Reconstruction and Development, US, 2000), pp. 1-10

³²²Lee, "Restructuring Higher Education in Malaysia", *Pulau Pinang, School of Educational Studies*, Universiti Sains Malaysia, (2004).

Pecuniary benefits are often suggested to be the foremost reason for organizational commitment. To review this relationship Tella et al.,³²³ made a study of academic and researchers in the context of Nigeria and concluded that universities should have a recognized incentive wage structure, essential for academic staff performance, in order to increase levels of commitment and contribute to job satisfaction.³²³ Nawab and Bhatti study of the educational sector in Pakistan concluded that compensation offered to the academic staff was one of the major factors which influenced organizational commitment and staff turnover.³²⁴ While financial incentives are not only the panacea for all the problems of organizational commitment there is a need for a thorough understanding of organizational commitment and its links to job satisfaction and turnover.

Hunt's study on marketing professionals tested the relationship between organizational commitments with turnover and suggested that employee turnover may be reduced due to higher organizational commitment.³²⁵ The above studies highlight that higher compensation offered to faculty members increases the organizational commitment and ultimately higher level of organizational commitment reduces intention to leave.

The significance of organizational commitment may be enhanced because it is treated as a determinant of job satisfaction and also positively correlated with it. Tett and Meyer carried out a study based on key findings of meta-analysis on *Job Satisfaction and Organizational Commitment*; a positive correlation was suggested between job

³²³A. Tella, C. Ayeni & S. Popoola, "Work Motivation, job satisfaction and organizational commitment of library personnel in academic and Research Libraries in Oyo State, Nigeria", *Library Philosophy and Practice*, ISSN 1522-0222, (2007).

³²⁴S. Nawab, K. K. Bhatti, "Influence of Employee Compensation on Organizational Commitment and Job Satisfaction, A Case Study of Educational Sector of Pakistan", *International Journal of Business and Social Science*, Volume 2, Number 8, (2011), pp. 25-32.

³²⁵S. Hunt et al., "Organizational commitment and Marketing", *Journal of Marketing*, Volume 49, Number 1, (1985), pp. 112-126.

satisfaction and organizational commitment.³²⁶ Therefore, it may be concluded that in the absence of organizational commitment, the likelihood of job satisfaction may be decreased in academic staff. The above discussions lead to the following hypothesis.

H12: Organizational commitment is positively related to job satisfaction.

Previously we looked at factors of job satisfaction in Herzberg's model. These same factors can be understood in relation to organisational commitment. The following paragraph looks closely the hygiene and motivator factors including opportunities for promotion, pay, supervision and relationships with co-workers with reference to organizational commitment. Sekaran suggested that the employees may express a higher level of commitment when they feel a greater amount of opportunities for promotion within the organization.³²⁷ Similarly, Gaertner and Nollen suggested the employees who were promoted within institutes displayed a higher level of commitment than in those institutes where employees were not promoted.³²⁸ Malik et al. and Nawab and Bhatti have all studied academic staff in the context of Pakistan. They conclude that work, pay and supervision are positively correlated with organizational commitment.³²⁹ Although the results of the Malik et al. study were consistent with Sekaran, a few questions were left unanswered. Malik's study was conducted in only two universities; both were public sector and ignored the private

³²⁶R. P. Tett, and J. P. Meyer, "Job satisfaction, organizational commitment, turnover intention, and turnover, Path analysis based on meta-analytic findings", *Personnel Psychology*, Volume 46, Issue 2, (1993), pp. 259-293.

³²⁷U. Sekaran, *Research Methods for Business, A skill building approach*, (John Wiley & Sons, Inc. 1992) in J. Okpara, (2004), op. cit.

³²⁸N. K. Gaertner and D. S. Nollen, "Career experiences, perceptions of employment practice and psychological commitment to the organization", *Human Relations*, Volume 42, Number 11, (1989), pp. 975-91.

³²⁹M. E. Malik, et al., "Job Satisfaction and Organizational Commitment of University Teachers in Public Sector of Pakistan", *International Journal of Business and Management*, Volume 5, Number 6, (2010), pp. 17-26.

sector completely yet as we have seen above Mowday argues context is important. The private sector makes up 45% of total number of universities in Pakistan.

In addition to employee compensation, co-workers relationship with organizational commitment in a developed country should be considered. Raabe and Beehr conducted a study entitled *Formal mentoring versus supervisor and co-worker relationships: differences in perceptions and impact* where they gathered data from two companies; the first from the energy industry and the second from the high technology sector within the United States of America. The research concluded that co-workers' relationships positively related to organizational commitment.³³⁰ Based on results from the above studies, it may be concluded that opportunities for promotion, pay, supervision and co-workers relationship are of two-fold importance; firstly, these factors contribute to extrinsic factors of the job satisfaction but secondly, these factors are also positively correlated to organizational commitment. The above discussed literature leads to a range of hypotheses.

H13: Pay is positively related to organizational commitment.

H14: An opportunity for promotion is positively related to organizational commitment.

H15: Satisfaction with supervision is positively related to organizational commitment.

H16: Co-workers relationships are positively related to organizational commitment.

Now the subsequent section turns to organisational culture and its significance in terms of job satisfaction.

³³⁰B. Raabe and T. A. Beehr, "Formal mentoring versus supervisor and co-worker relationships, differences in perceptions and impact", *Journal of Organizational Behaviour* Volume 24, Issue 3, (2003), pp. 271–293.

3.3 Organizational Culture

Since 1980, a great deal of literature has been developed on the subject of organizational culture. The phrase has two separate but interconnected meanings. Firstly, the culture which survives in an organization is similar to society's culture, such as shared values, beliefs and shape of behavior to some degree. It is not visible but always remains behind the activities of an organization. Kilmann and Serpa suggested that "Organizational culture is a social energy that moves people to act".³³¹ Secondly, the culture of an organization (organizational cultural perspective) means the ways and styles of thinking, behaving and working in an organization.³³² In this section we will consider the organizational cultural perspective.

There are two approaches; one is rational, empirical and explicit; it assumes we can measure organizational culture with the help of measurement instruments supported by Taylor and Hawthorne. The second emphasis is non-rational, qualitative and implicit which believes that organizational culture may not be measured, as supported by Pugh et al. and Blau and Scott.³³³ Although Hawthorn's study considered working conditions and incentive to be less important, we may not ignore organizational culture for the following reasons; it may affect the employee job satisfaction, intention to leave, relationship with co-workers, productivity, quality of work produced and absenteeism.³³⁴

³³¹H. R. Kilmann, M. J. Serpa and Associates, *Gaining control of the corporate culture*, (San Francisco, Jossey-bass, 1985) in J. S. Ott, *The organizational culture perspective*, Brooks/Cole Publishing Company, Pacific Grove, California, (Richard D. Irwin, Incorporation, 1989), p. 1.

³³²J. S. Ott, *The organizational culture perspective*, Brooks/Cole Publishing Company, Pacific Grove, California, (Richard D. Irwin, Incorporation, 1989), p. 1.

³³³K. S. Cameron and D. R. Ettington, "The conceptual foundation of organizational culture", *working paper # 544*, (Division of Research, School of Business Administration, 1988), p. 1.

³³⁴D. J. Campbell, *Organization and the Business Environment*, Butterworth-Heinemann, (Linacre House, Jordan Hill, Oxford, UK, 1997), p. 95

The study of organizational culture focuses upon three main determinants. Firstly, the wider societal culture where organization resides; secondly, the nature of business in which the organization deals and thirdly, the views, ethics and basic norms held by the originator or early foremost leaders of the organization.³³⁵ Let us take an example of broader social cultures from Japan and USA. On the one hand, Japanese organizations behave in a paternalistic and sympathetic manner in providing long-term work.³³⁶ On the other hand, it is difficult to apply Japanese management practices to organizations in the USA. If an organization has operations in more than one country then broader social cultures impact on the organization. Hofstede study of multinational organizations operating in forty countries observed that the main culture of the organization³³⁷ in each country was the set of dominant values of the national culture in each of these organizations.³³⁸ In short, the organizational culture is always influenced by the broader culture of the society in which that organization resides.

Ott suggested that the nature of business and its general environment assists the organization to shape its culture.³³⁹ Besides that, the founding philosophy is also of key significant importance in shaping organizational culture. The formation of organizations is not spontaneous - someone takes the initiative and leads a group of people to accomplish a task. For example, in the case of religious movements we have Prophets and Messiahs. Political groups are led by party leaders while organizations are

³³⁵J. S. Ott, *The organizational culture perspective*, Brooks/Cole Publishing Company, Pacific Grove, California, (Richard D. Irwin, Incorporation, 1989), p. 75.

³³⁶G. W. Ouchi, *Theory Z, How American business can meet the Japanese challenge*, (Reading, MA, Addison-Wesley, 1981) in J. S. Ott, *The organizational culture perspective*, Brooks/Cole Publishing Company, Pacific Grove, California, (Richard D. Irwin, Incorporation, 1989), p. 76.

³³⁷Sub culture means the insufficient diverse norms and values due to geographical areas and departments.

³³⁸G. Hofstede, *Culture's consequences, International differences in work related values*, Volume 5, Beverly Hills, (CA, Sage Publications, 1984) in J. S. Ott, *The organizational culture perspective*, Brooks/Cole Publishing Company, Pacific Grove, California, (Richard D. Irwin, Incorporation, 1989), p. 76.

³³⁹J. S. Ott, *The organizational culture perspective*, Brooks/Cole Publishing Company, Pacific Grove, California, (Richard D. Irwin, Incorporation, 1989), p. 81.

established by entrepreneurs. In most cases, the organizational culture depends upon the previous cultural experience of the founder and his or her personality traits.³⁴⁰ Initially we see leadership and then the leader's personality traits. Leadership is a part of management but it is more than that - the manager plans and organizes while leadership is the capability to motivate others to devotedly pursue well-defined goals.³⁴¹ The trait theory of leadership deals with the traits of a leader: the authoritarian leader communicates and assigns; the democratic leader discusses and decides with the mutual consultation of the group; the laissez-faire leader leaves complete authorization to the will of the group. Finally, the situational leadership conceptualizes the situation and accordingly prepares the behaviour of the group.³⁴² On the basis of the above discussions, it can be concluded that organizational culture is shaped with the help of the broader social culture in which the organization resides, the nature of the business and finally, the founder's philosophy and leadership style. In our study we can therefore test for differences in organisational culture between public and private universities.

3.3.1 Dimensions of Organizational Culture

The significance of organizational culture cannot be denied and may be emphasised more when reviewing its dimensions. Predecessors who worked on dimensions of organizational culture include Kluckhohn and Strodtbeck, Hofstede, Schein, Hall, Adler and Trompenaars.³⁴³ Hofstede is the one who is the most cited source in regard to

³⁴⁰E. H. Shein, "The role of the founder in creating organizational culture", *Organizational Dynamics*, Volume 8, Issue 3, (1983), pp. 13-28.

³⁴¹F. E. Kast and J. E. Rosenzweig, *Organization and Management A Systems and Contingency Approach*, Fourth Edition, (McGraw-Hill Book Company, 1985), p. 363.

³⁴²F. M. Wilson, *Organizational behaviour and work, a critical introduction*, 3rd Edition, (Oxford University press 2010), pp. 145-152.

³⁴³C. Wei-Hin, *Impact of organizational values on organizational cultural practice and its impact on organizational performance*, unpublished dissertation (PhD), University Sains Malaysia, Malaysia, (2007), p. 17.

breaking the culture into its dimensions (components).³⁴⁴ In the early nineties, O'Reilly et al conducted a study in the USA that has significance due to methodological reasons; they developed Organizational Cultural Profile (OCP) with the help of longitudinal and cross sectional studies. Initially there were 110 items while applying Q-Sort technique, finally concluding with 54 items.³⁴⁵

Bracken et. al., suggested that the Q-sort technique (developed by William Stephenson) is a technique of collecting data from respondents through statements written on different separate cards; respondents sort out the important cards and offer their own priorities in these statements.³⁴⁶ O'Reilly developed 54 dimensions of organizational culture which became a basis for further research. Subsequently, Sarros et al reviewed the OCP done by O'Reilly et al, with the help of the Confirmatory Factor Analysis (CFA). The CFA assumes that certain variables (items) correctly measure a certain factors or latent variable.³⁴⁷ The findings of O'Reilly's CFA analysis produced seven dimensions of OCP;

1. Competitiveness - deals with being distinctive and competitive from others
2. social responsibility - focuses on caring attitude towards all stakeholders
3. supportiveness - emphasis on team orientation and shares information freely
4. innovation - relates to concentrate on new ideas and getting advantages of opportunities
5. emphasis on rewards - means praise and pay more for good performance

³⁴⁴G. Hofstede, (1984), op. cit., in M. Huettinger, "Cultural dimensions in business life: Hofstede's indices for Latvia and Lithuania", *Baltic Journal of Management*, Volume 3, Number 3, (2008), pp. 359-376.

³⁴⁵C. A. O'Reilly, J. Chatman and D. F. Caldwell, "People and organizational culture: A profile comparison approach to assessing person-organization fit", *Academy of Management Journal*, volume 34, Issue 3, (1991): pp. 487-516

³⁴⁶Bracken, S. Storch and J. E. Fischel, "Assessment of preschool classroom practices, Application of Q-sort methodology", *Early Childhood Research Quarterly*, Volume 21, Issue 4, (2006), pp. 417-430.

³⁴⁷G. K. Joreskog, "Statistical analysis of sets of congeneric tests", *Psychometrika*, Volume 36, Number 2, (1971), pp. 109-33.

6. performance orientation - deals with enthusiasm and results orientations
7. stability - that addresses remains steady in all policies.³⁴⁸

To explore two of the dimensions viz; innovation and supportiveness, Lee and Chang carried out a study on ten cable and wire companies in Taiwan. They concluded that the association between innovation and organizational culture was stronger than team work and finally, organizational culture and job satisfaction were positively correlated with each other.³⁴⁹ Hull et. al., study focused upon the role of entrepreneur on cultural competitiveness. They concluded that superior performance may be achieved due to cultural competitiveness. Furthermore, cultural competitiveness was defined as filling the gap between what the organization offer and what the market desires.³⁵⁰ In short, the above two studies suggested that innovation, team work and competitiveness are positively associated with organizational culture.

As far as social responsibility is concerned, Morimoto et al. suggested today's corporate leaders are facing difficulties when applying societal ethical standards to their business practices.³⁵¹ Cornelius et al. enhanced the argument as - social responsibility is an integral part of business and has a pivotal significance in management.³⁵² Accordingly, Juscuis and Snieska pointed out that only those companies can expect positive attitudes which follow universally ethical standards. Moreover, the competitive advantages of

³⁴⁸J. C. Sarros, et al., "The organizational culture profile revisited and revised, an Australian perspective", *Australian Journal of Management*, Volume 30, Issue 1, (2005), pp. 159-182.

³⁴⁹Y. D. Lee and H. D. Chang, "Relations between Team Work and Innovation in Organizations and the Job Satisfaction of Employees, A Factor Analytic Study", *International Journal of Management*, Volume 25, Number 4, (2008), pp. 732-739.

³⁵⁰G. T. M. Hull, C. C. Snow and D. Kandemir, "The Role of Entrepreneurship in Building Cultural Competitiveness in Different Organizational Types", *Journal of Management*, Volume 29, Issue 3, (2003), pp. 401-426.

³⁵¹R. Morimoto et al., "Corporate Social Responsibility Audit: From Theory to Practice", *Journal of Business Ethics*, Volume 62, Number 4, (2005), pp. 315-325.

³⁵²N. Cornelius, M. Todres, S. Janjuha-Jivraj, A. Woods and J. Wallace, "Corporate Social Responsibility and the Social Enterprise", *Journal of Business Ethics*, Volume 81, Number 2, (2008), pp. 355-370.

organizations depend upon the applications of such standards.³⁵³ It may be concluded that social responsibility is the key contributor in organizational culture.

Organizational culture may be reflected in many ways, one of which is the reward system of the organization.³⁵⁴ Lawler earlier suggested that the reward system has the ability to shape organizational culture precisely in motivation, job satisfaction and membership.³⁵⁵ The significance of the reward system with reference to organizational culture was highlighted by Milikic and his findings presented that top management may propose changes in reward systems which has an effect on organizational culture.³⁵⁶ A more recent study was conducted by Bigliardi et al. to observe the three aspects of organizational culture, namely; bureaucratic, innovative and supportive culture under the umbrella of organizational culture. The relationship between organizational culture and job satisfaction was furthermore explored and they concluded that bureaucratic culture has a negative influence on job satisfaction. On the other hand, an innovative and supportive culture has a positive influence on job satisfaction.³⁵⁷ Based on the above discussions, we may conclude that organizational culture is reflected through its dimensions or, it may be suggested the dimensions of organizational culture formulate overall organizational culture. Following Sarros, et al. seven dimensions model we can apply their approach to our study of HEIs. The above literature deals to the following hypothesis.

³⁵³V. Juscus and V. Snieska, "Influence of Corporate Social Responsibility on Competitive Abilities of Corporations", *Engineering Economics*, Volume 58, Issue 3, (2008), pp. 34–44.

³⁵⁴L. H. Tosi, and T. Greckhamer, "Culture and CEO Compensation", *Organization Science*, Volume 15, Issue 6, (2004), pp. 657-670.

³⁵⁵E. E. Lawler III, "Effective reward systems: Strategy, Diagnosis, Design and Change", *Centre for Effective Organizations*, (1993), pp. 1-43.

³⁵⁶B. B. Milikic, "Role of the reward system in managing changes of organizational culture", Original Scientific Article/Scientific Papers, Jel Classifications, M 14, M 52, (2007), pp. 9-27.

³⁵⁷B. Gigliardi et al., "The impact of organizational culture on the job satisfaction of knowledge workers", *The journal of information and knowledge management systems*, Volume 42, Number 1, (2012), pp. 36-51.

H17: The seven dimensions of organizational culture are positively related to job satisfaction.

3.3.2 Organizational Culture and Job Satisfaction in Higher Educational Institutes

The aim of this section is to explore organizational culture and job satisfaction in higher educational institutes. While a substantial amount of literature has been produced on organizational culture there is a lack of organizational cultural research with respect to higher educational institutes.³⁵⁸ In the early nineties, O'Reilly suggested that very little empirical research was available on the relationship between organizational culture and job satisfaction.³⁵⁹ However, by the early 2000's Sempene et al.³⁶⁰ could demonstrate that a great deal of work had been undertaken regarding the relationship between these two concepts. The studies which evolved in the last two decades supported the idea of a relationship between organisational culture and job satisfaction, including Aydin and Ceylan³⁶¹; Lee and Chang³⁶²; Mansoor and Tayib³⁶³; Roose³⁶⁴ and Sempene et al.³⁶⁵ This literature also points towards an understanding of the internal and external factors that have a potential impact to shape an organizational culture in universities.

³⁵⁸P. R. Chait, "Look who invented Japanese Management", *AGB reports*, Volume 24, Number 2, (1982), pp. 3-7.

³⁵⁹C. A. O'Reilly, J. Chatman, and D. F. Caldwell, (1991), op. cit., pp. 487-516.

³⁶⁰M. Sempene, H. Rieger and G. Roodt, "Job Satisfaction in Relation to Organizational culture", *SA Journal of Industrial Psychology*, Volume 28, Issue 2, (2002), pp. 23-30.

³⁶¹B. Aydin and A. Ceylan, "A Research Analysis on Employee Satisfaction in terms of Organizational Culture and Spiritual Leadership", *International Journal of Business and Management*, Volume 2, Number 3, (2009), pp. 159-168.

³⁶²Y. D. Lee and H. D. Chang, "Relations between Team Work and Innovation in Organizations and the Job Satisfaction of Employees, A Factor Analytic Study", *International Journal of Management*, Volume 25, Number 4, (2008), pp. 732-739.

³⁶³M. Mansoor and M. Tayib, "An Empirical Examination of Organisational Culture, Job Stress and Job Satisfaction within the Indirect Tax Administration in Malaysia", *International Journal of Business and Social Sciences*, Volume 1, Number 1, (2010), pp. 81-95.

³⁶⁴W. Roose, *The Relationship between employee motivation, job satisfaction and corporate culture*, unpublished dissertation (PhD), University of South Africa, South Africa, (2005).

³⁶⁵M. Sempene, H. Rieger and G. Roodt, "Job Satisfaction in relation to organizational culture", *SA Journal of Industrial Psychology*, Volume 28, Issue 2, (2002), pp. 23-30.

Institutions are without doubt influenced by internal factors - which come about through the history of the institutes, its values, the processes and goals held by those academicians involved in the institution's workings, as well as external factors including the broader social context in which the organization resides.³⁶⁶ To review the internal factors of organizational culture, a cross-cultural example suggested by Dill is, "the organizations in Western society which most approximate the essential characteristics of Japanese firms are academic institutions. They are characterized by lifetime employment, collective decision-making, individual responsibility, infrequent promotion, and implicit and informal evaluation".³⁶⁷ Similarly, the academic staff in developing countries confront the same situation. Sabri et al. completed a study on university academic staff in Lahore, Pakistan, to explore the relationship between organizational culture and job satisfaction, and concluded organizational culture has a positive influence on job satisfaction.³⁶⁸ The above two studies demonstrate the impact of internal factors of organizational culture. Additionally, organizational culture may not remain in isolation without influence from the broader social culture.

Moreover, among the small number of studies which considered organizational culture at HEIs, is the work of Allen - *The administrative subculture and working of administrators in the multiunit community college system*.³⁶⁹ Berrio also conducted a study on *Ohio State University Extensions* while using a competing value framework to

³⁶⁶W. G. Tierney, "Organizational Culture in Higher Education: Defining the Essentials", *The Journal of Higher Education*, Volume 59, Number 1, (1988), pp. 1-21.

³⁶⁷D. D. Dill, "The Management of Academic Culture, Notes on the Management of Meaning and Social Integration", *Higher Education*, Volume 11, Number 3, (1982), pp. 303-20.

³⁶⁸P. S. U. Sabri, M. Ilyas and Z. Amjad, "Organizational Culture and Its Impact on the Job Satisfaction of the University Teachers of Lahore", *International Journal of Business and Social Science*, Volume 2, Number 24, (2011), pp. 121-128.

³⁶⁹P. L. Allen, *Administrative subcultures in a multiunit community college system: A case study*, unpublished dissertation (PhD), The University of Texas at Austin, Austin, Texas, (1993).

observe four types of culture, i.e. Clan, Hierarchy, Adhocracy and Market.³⁷⁰ The competing value frame work was developed by Cameron and Quinn, based upon six organizational culture dimensions and four organizational culture types.³⁷¹ Moreover, Smart et al. study “*The role of institutional cultures and decision approaches in promoting organizational effectiveness in two-year colleges*” focused primarily upon faculty members and administrators’ perception of organizational effectiveness with reference to organizational culture.³⁷²

In the broader scenario, the influence of organizational culture may not only be observed in academics, it may influence within departments, institutions and at a national level as well. Because these cultures may differ intensely, the key aim of understanding institutional culture is to curtail the incidence and outcome of cultural clash and assist in fostering the progress of mutual aims among academic staff members. The understanding of organizational culture is not panacea of all the problems of academic staff members. Equally important, the understanding of organizational culture permits one to distinguish how an individual’s engagement and mutual aims are best able to prosper and be implemented.³⁷³ While keeping the significance of organizational culture in mind, there is a dire need to fill the gap in existing literature, particularly at higher educational institutes. The above literature leads to the following hypothesis.

H18: Organizational culture is positively related to job satisfaction.

³⁷⁰A. A. Berio, “An Organizational Culture Assessment Using the Competing Values Framework: A Profile of Ohio State University Extension”, *Journal of Extension*, Volume 41, Issue 2, (2003), pp. 1-52.

³⁷¹S. K. Cameron and E. R. Quinn, *Diagnosing and changing organizational culture*, (Reading: Addison-Wesley 1999).

³⁷²J. C. Smart, “Organizational effectiveness of 2- Year colleges: The Centrality of Cultural and Leadership Complexity”, *Research in Higher Education*, Volume 44, Number 6, (2003), pp. 673-703.

³⁷³W. G. Tierney, (1988), op. cit., pp. 1-21.

Having reviewed the antecedents of job satisfaction, the following section describes its consequence (intention to leave).

3.4 Intention to Leave

The aim of this section is to identify the obvious factors which cause intention to leave in the HEIs in developing countries like Pakistan. Bowen and Schuster suggested that “the excellence of higher education is a function of the kind of people it is able to enlist and retain on its faculties”.³⁷⁴ The topic of academic staff movement within, and sometimes outwith, universities is of significant importance. Hom et al.³⁷⁵ Mobley³⁷⁶ and Steers and Mowday³⁷⁷, suggested that intention to leave is the immediate antecedent of the actual turnover behaviour of an employee. The intention to leave issue has often been discussed by several academicians and practitioners in the manufacturing and service organizations although less attention has been paid to the academic staff of HEIs. It has been considered that intention to leave is a consequence of a low level of job satisfaction. Hong suggested intention to leave means to get rid of coaching if they have the option to do so.³⁷⁸ The terms ‘get rid’ and ‘option to do so’ are of significance importance in our discussion; ‘get rid’ means someone is not satisfied and intends to leave while ‘option to do so’ implies the opportunity of another

³⁷⁴R. H. Bowen, and H. J. Schuster, *American professors, A national resource imperilled*, (New York, Oxford University Press 1986), p. 3 in Y. Zhou, *Examining the influence on faculty departure intentions, A national study using nsopf-99*, unpublished dissertation (PhD), The Pennsylvania State University, USA, (2001), p. 1.

³⁷⁵W. P. Hom, F. C. Walker, E. G. Prussia, and W. R. Griffeth, “A meta analytical structural equations analysis of a model of employee turnover”, *Journal of Applied Psychology*, Volume 77, Number 6, (1992), pp. 890-909.

³⁷⁶W. H. Mobley, *Employee turnover, Causes, consequences, and control*, (Reading, MA, Addison-Wesley 1982),

³⁷⁷M. R. Steers and R. Mowday, Employee turnover and post decision accommodation processes (1981) in Y. Zhou, *Examining the influence on faculty departure intentions, A national study using nsopf-99*, unpublished dissertation (PhD), The Pennsylvania State University, USA, (2001), p. 1.

³⁷⁸W. Ting-hong, “The impact of job satisfaction on intention to change jobs among secondary school teachers in Hong Kong”, *CUHK Education Journal*, Volume 17, Number 2, (1988), pp. 176-185.

job. The current study focuses on the satisfaction or dissatisfaction of the employee and its impact on intention to leave.

According to Mobley, organizations have to retain their employees because when an employee leaves the organization, it will impact on the individual employee as well as on organization and society.³⁷⁹ Alam and Muhammad,³⁸⁰ Noor,³⁸¹ Ofili et al.³⁸² Yahya et al.³⁸³ undertook studies in developing countries and found job satisfaction was negatively correlated with intention to leave. Employees who had a higher level of job satisfaction were less prone to leave their organizations. The intention to leave is not only an issue of developing countries; developed countries are also confronting the same problem. David et al.³⁸⁴ Moura et al.³⁸⁵ Ryan et al.³⁸⁶ Shield and Ward,³⁸⁷ and Stevens³⁸⁸ completed studies in developed countries and found similar results as those found in the studies of developing countries. The main concerns of studies of developed countries remain in the domain of pecuniary and non-pecuniary benefits.

³⁷⁹W. H. Mobley, "Intermediate linkages in the relationship between job satisfaction and employee turnover", *Journal of Applied Psychology*, Volume 62, Number 2, (1977), p. 238.

³⁸⁰M. M. Alam and J. F. Mohammad, "Level of job satisfaction and intention to leave among Malaysian nurses", *Business Intelligence Journal*, Volume 3, Number 1, (2010), pp. 123-137.

³⁸¹K. M. Noor, "Work-life balance and intention to leave among academics in Malaysian public higher education institutions", *International Journal of Business and Social science*, Volume 2, Number 11, (2011), pp. 1-9.

³⁸²A. N. Ofili, E.A. Usiholo and M. O. Oronsaye, "Psychological Morbidity, job Satisfaction and intentions to quit among Teachers in Private Secondary Schools in Edo-State, Nigeria", *Annals of African Medicine*, Volume 8, Number 1, (2009), pp. 32-37.

³⁸³N. Yahya, A. Yahaya, F. A. Tamyas, J. Ismail and S. Jaalam, "The Effect of Various Modes of Occupational Stress, Job Satisfaction, Intention to leave and Absenteeism Companies Commission of Malaysia", *Australian Journal of Basic and Applied Sciences*, Issue 4 Volume 4, Issue 7, (2010), pp. 1676-1684.

³⁸⁴R. H. Davis et al., "Faculty Recruitment and Retention Task Force Report", (University of Colorado at Boulder, U.S. 2001),

³⁸⁵R. D. Moura, D. Abrams, C. Retter, S. Gunnarsdottir, A. Kaori, "Identification as an organizational anchor: How identification and job satisfaction combined to predict turnover intention", *European Journal of Social Psychology*, Volume 39, Number 4, (2009), pp. 540-557.

³⁸⁶J. F. Ryan, R. Healy, J. Sullivan, "Oh, won't you stay? Predictors of Faculty Intent to Leave a Public Research University", *paper presented at the 49th annual Forum of the Association for Institutional Research*, (2009),

³⁸⁷M. A. Shields and M. E. Ward, "Improving nurse retention in the British National Health Service, the impact of job satisfaction on intentions to quit", *JEL classification*, J45, J63, I18, University of Leicester, University Road, Leicester, England LE1 7RH.

³⁸⁸P. H. Stevens, "The job satisfaction in English academies and their intention to quit academe" *Discussion paper number 262*, (2005), pp. 1-40.

In addition, Zhou and Volkwein observed academic staff and suggested seven main reasons of intention to leave including competency of head, research facilities, opportunities for promotion, teaching workload, non-competitive salary, negative organizational climate and congeniality of co-workers. They also suggested that on the one hand, the organization has to face the cost of recruitment and on the other hand, students and institute lose a teacher.³⁸⁹ To enhance the argument, Xu suggested that new recruits bring fresh ideas and besides that, undesirable consequences may be confronted by the university in the form of lost returns, disruption of teaching and research programs, as well as the monetary issues related to the academic staff that left the university.³⁹⁰

It may be concluded that multiple factors contribute to job satisfaction or dissatisfaction and finally the job satisfaction is most important determinant of intention to leave. The following sub- section describes intention to leave in higher educational institutes in Pakistan.

3.4.1 Job Satisfaction and Intention to Leave in Universities at Pakistan

Intention to leave (ITL) can have very harmful repercussions on academic staff and universities. Therefore, comprehension of such an issue has a significant importance in developing countries like Pakistan. The economy of Pakistan is already in disarray due to political instability and terrorism in the country (see Chapter 1) and it cannot afford any misfortune such as ITL. A more recent study conducted by Khan et al. pointed out that public sector universities are at the cutting edge of competition, compared with

³⁸⁹Y. Zhou and F. J. Volkwein, "Examining the influences on faculty departure intentions, A comparison of tenured versus non tenured faculty at research universities using NSOPF- 99", *Research in Higher Education*, Volume 45, Issue 2, (2004), pp. 139-176.

³⁹⁰X. J. Xu, "Faculty turnover, Discipline-specific attention is warranted", *Research in Higher Education*, Volume 49, Issue 1, (2008), pp. 40-61.

private sector universities in the country.³⁹¹ It is not only a matter of both public and private sector universities being adversely affected by ITL - to enhance the argument, Iqbal et al. suggested a high level of turnover indicates poor management, weak working environment and absence of a working relationship between employer and employee. Ultimately, the result of ITL is turnover which affects the knowledge drain and professional credibility; in addition, students are deprived of experienced academic staff.³⁹² In short, academic staff members are not the only individuals who have to confront the consequences of ITL; it has multi-dimensional effects on students, universities and administrations.

A study by Fatima and Rehman considered the case of research assistants in HEIs in the twin cities of Pakistan (Rawalpindi and Islamabad). Their findings uncovered the results and suggested a negative correlation between job satisfaction and intention to leave.³⁹³ Similarly, a more recent study was conducted at HEIs in Pakistan by Khan et al. to observe such relationships and concluded that job satisfaction negatively correlated with intention to leave.³⁹⁴ In accordance, Malik et al. suggested highly satisfied academic staff members are more dedicated to their institutes which ultimately results in less intended to leave within their profession.³⁹⁵ Mudor and Soon supported the views of Malik et al. as the lower level of job satisfaction among academic staff is

³⁹¹I. Khan, A. Nawaz, F. Khan, H. Khan and N. B. Yar, "Determining the impact of demographics on the intention to leave of academicians in HEIs of the DCs like Pakistan", *Global Journal of Management and Business Research*, Volume 13, Issue 7, (2013), pp. 40-48.

³⁹²A. Iqbal, K. Kokash and S. Al-Oun, "The Impact Assessment of Demographic Factors on Faculty Commitment in The Kingdom Of Saudi Arabian Universities", *Journal of College Teaching & Learning* Volume 8, Issue 2, (2011), pp. 1-14.

³⁹³G. Fatima and W. Rehman, "Impact of Role (Ambiguity and Conflict) on Teaching Assistants' Satisfaction and Intention to Leave, Pakistani HEIs", *International Journal of Business and Management*, Volume 7, Number 16, (2012), pp. 56-61.

³⁹⁴I. Khan, A. Nawaz, F. Khan, H. Khan, S. Khan and A. H. Kundi, "The Impact of Organizational Commitment and Job Satisfaction on the ITL of Academicians in HEIs of Developing Countries like Pakistan", *Industrial Engineering Letter*, Volume 3, Number 9, (2013), pp. 18-27.

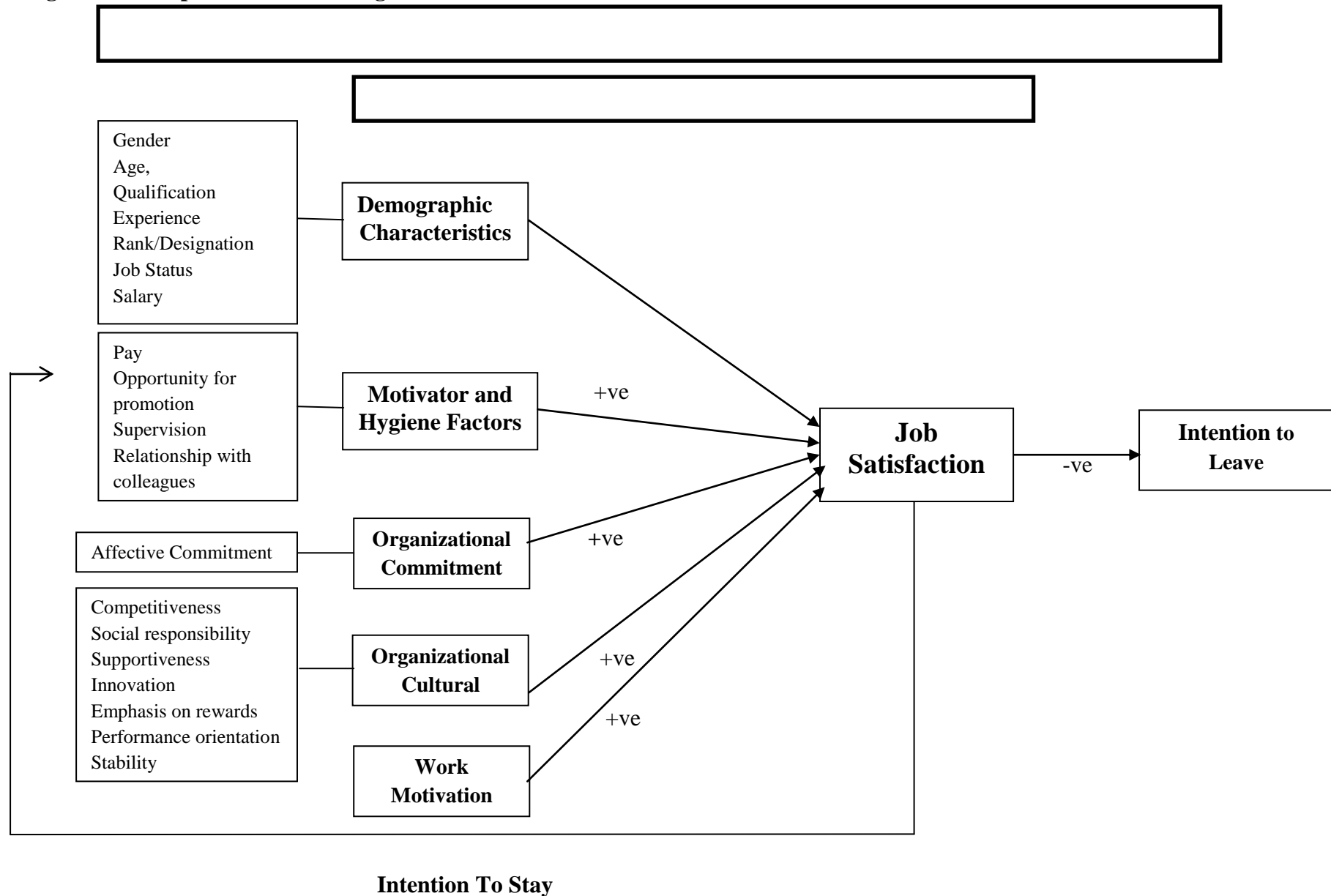
³⁹⁵M. E. Malik, S. Nawab, B. Naeem, R. Q. Danish, (2010), op. cit., pp. 17-26.

the most significant predictor of intention to leave the education profession.³⁹⁶ Hence we may conclude that job satisfaction plays an essential role to determine intention to leave in HEIs in Pakistan. On the basis of above discussion the following hypothesis may be proposed.

H19: Job Satisfaction is negatively related to intention to leave.

We can now complete our partial schematic diagram originally developed in Chapter 2. Figure 3.1 below illustrates the complete schematic diagram of our study. It shows the relationship among variables firstly, demographical characteristics which include (gender, age, qualification, teaching experience, rank/designation, job status and salary) and job satisfaction. Secondly, Herzberg's motivator and hygiene factors (pay, opportunity for promotion, supervision and relationship with co-workers), Meyer and Allen's organizational commitment (affective commitment), organizational culture (competitiveness, social responsibility, supportiveness, innovation, emphasis on rewards, performance orientation and stability) and work motivation are positively correlated with job satisfaction. Job satisfaction is negatively correlated with intention to leave. An arrow indicated that ultimately job satisfaction leads to intention to stay of the academic staff at universities.

³⁹⁶H. Mudor and T. Soon, "Conceptual framework on the relationship between human resource management practices, job satisfaction, and turnover", *Journal of Economics and Behavioral Studies*, Volume 2, Issue 2, (2011), pp. 41-49.

Figure 3.1 Complete Schematic diagram

Source: Author own generated (based upon previous studies, theories and models)

3.5 Summary

Organizational commitment is a driver which leads the behavior of an employee towards the accomplishment of organizational goals. We suggest that an understanding of organizational commitment is essential as it plays a pivotal role for employees, organizations and societies. The organizational identification is a sub-part of organizational commitment. We concluded that affective commitment has greater significance than continuance and normative commitment due to the role of emotion, feeling and attachment of the employee towards an organization. A substantial amount of literature is available on attitudinal and behavioral perspective of organizational commitment. This study concentrated on attitudinal perspectives rather than behavioral perspectives. This chapter also highlighted the gap that need to be filled between organizational commitment and job satisfaction at HEIs. Second section described the concept of organizational culture that evolved from the 1980s and focused on organizational cultural perspectives. This study seeks to quantify culture with the help of measuring instruments supported by Taylor and Hawthorn. This section also pointed out that there was a lack of a literature on organizational culture and job satisfaction within HEIs. Finally, the chapter described the factors which contribute towards an intention to leave in the HEIs in developing countries like Pakistan. The most significant factor that has a potential impact on intention to leave is the level of job satisfaction. Our literature review suggested that an intention to leave is an immediate antecedent of actual turnover behaviour of employee. In particular, this section threw light on job satisfaction and intention to leave in respect of universities at Pakistan.

Having reviewed the literature review, the subsequent chapter outlines the methods employed in developing a quantifiable approach to the hypotheses identified in and the previous chapter.

CHAPTER 4

METHODS

4.1 Introduction

This chapter examines the self-reporting questionnaire used to collect field data. It encompasses three parts; the first part deals with the construction of the questionnaire while the second part describes the preparation of the population and sampling design for this study. Finally, the third part relates to the statistical techniques applied to achieve the objectives of current research, utilizing the soft-ware packages named the ‘Statistical Packages for Social Sciences’ (SPSS) and ‘Analysis of a Moment Structures’ (AMOS) version 17 and 18, respectively.

Section 4.2 describes the process of structuring the overall questionnaire; Section 4.3 offers the pilot study including the questionnaire’s reliability; Section 4.4 explains the process of the population and sample’s preparation as well as the structure of the sample. Section 4.5 identifies the procedure adopted for data collection, handling ethical issues and missing responses. Finally, Section 4.6 describes data analysis with the help of applied statistical techniques including Cronbach’s Alpha, Confirmatory Factor Analysis (CFA), Structural Equation Modelling (SEM) and Measurement Model Reliability and validity, Spearman’s rho Correlation, Analysis of Variance Analysis (ANOVA), and independent sample T-Test to achieve the objectives of current study.

4.2 The questionnaire construction process

The personally-administered questionnaire survey is one of the commonly used data collection techniques. Brayman and Bell suggested this type of questionnaire survey is much more productive than postal or e-mail surveys because the respondents feel more comfortable in responding and any doubts or concerns about the survey questionnaire can easily be clarified due to the personal interaction.³⁹⁷ Sekaran and Bougie added that the personally-administered questionnaire establishes rapport and motivates the respondents as it is inexpensive (when respondents are sitting in a group). It also ensures both the anonymity of the respondents and response rates.³⁹⁸

4.2.1 Introduction of the overall questionnaire

It is necessary to develop a robust selection criterion to decide on the inclusion of an item in a questionnaire. The first criterion is that the questions in the questionnaire should constantly measure the same concept and it should have an acceptable inter-questions consistency (Cronbach's Alpha). Cronbach's Alpha propounded by Cronbach, suggested a test for inter-questions consistency and also proposed that the higher the coefficients better will be the measuring questionnaire.³⁹⁹ In addition, Andrew et al., suggested that the value of Cronbach's Alpha should remain in the range of '0' to '1' but the acceptable value should be greater than 0.70.⁴⁰⁰ The second criterion establishes that the scores awarded for the questions should remain stable over a period of time. The third criterion suggests that the questions included in a specific questionnaire

³⁹⁷A. Brayman and E. Bell, *Business Research Methods*, Second Edition, (Oxford University Press Inc., New York, 2007): p. 240.

³⁹⁸U. Sekaran and R. Bougie, *Research methods for business: A skills building approach*, Fifth edition, (New York: John Wiley and Sons, Inc. 2013): p. 197.

³⁹⁹J. L. Cronbach, "Response sets and test validating", *Educational and Psychological Measurements*, 6, (1946): pp. 475-495 in U. Sekaran, *Research methods for business: A skills building approach*, 2nd edition, (New York: John Wiley & Sons, Inc. 2003): p. 205.

⁴⁰⁰D. P. S. Andrew, P. M. Pederson and C. D. McEvoy, *Research Methods and Design in Sport Management*, (Printed in United States of America, 1976): p. 202.

should correlate with each other, while the fourth criterion ensures that the questions for the questionnaires depend on a strong theoretical and conceptual foundation. Finally, the fifth criterion is that there will be at least three questions in a questionnaire.⁴⁰¹

Regarding the overall composition of the questionnaire, it comprises seven dimensions containing 105 questions (see Appendix II). It comprises of a series of established questionnaires. Dimension one comprises 10 questions of demographic characteristics; Dimension two contains 21 questions to measure job satisfaction; Dimension three consists 15 questions to measure the organizational commitment; Dimension four includes 28 questions to measure the organizational cultural profile (OCP); Dimension five comprises 6 questions and these questions are used to measure work motivation; Dimension six contains 3 questions to measure the intention to leave the job. Finally Dimension seven includes 22 self-added questions that primarily focus on the measurement of academic staff output/performance. Dimensions two to six of the questionnaire were constructed by adopted questions.

For scoring purposes, a five point Likert scale was adopted; where point '1' represents *strongly disagree* and point '5' indicates *strongly agree*.⁴⁰² In Likert scale, the responses are easily quantifiable and allow the respondents to respond in a degree of agreement. It also accommodates the respondents to go with the option of neutral and a single number represents the response of the participants. Moreover, it is a quick, efficient and inexpensive method of collecting the field data.

⁴⁰¹F. L. Dail, *Taking the measure of work, a guide to validated scales for organizational research*, (United States of America, sage publication incorporation, 2002): pp. xviii-xix.

⁴⁰²The original Likert scale of five points was developed by Likert in 1932, Likert was known as *American Educator and Industrial Psychologist*. Likert scale is an ordinal psychometric measurement of attitude and opinions of the respondents in the form of level of agreement and disagreement with statements.

4.2.2 Job Satisfaction Questionnaire

The Job Satisfaction questionnaire was adapted after review and analysis of the studies of Bacharach et al.,⁴⁰³ Cook et al.,⁴⁰⁴ Ironson et al.,⁴⁰⁵ Spector⁴⁰⁶ and Weiss et al.⁴⁰⁷ There are generally two types of Job Satisfaction questionnaire; the first type describes specific facets which deal with situational factors and the second type explains the global job satisfaction that is emphasised on individual responses.⁴⁰⁸ Few questionnaires address the both situations. The Minnesota Job Satisfaction Questionnaire (MJSQ) is one of the questionnaires used for the measurement of job satisfaction in situational factors and global job satisfaction as well.

The MJSQ has two forms; the first form is long consisting of 100 questions and the second form is short, comprising 20 questions. These 20 questions of the MJSQ are further divided into 12 and 8 questions where 12 questions are related to intrinsic satisfaction that focuses on inner satisfaction and self-accomplishment. The 8 questions are related to extrinsic satisfaction emphasising satisfaction with pay, supervisors and opportunities for promotion. The short version of the MJSQ is the most widely-used approach to job satisfaction.⁴⁰⁹ This study adapted the short version of the MJSQ developed by Weiss et al.⁴¹⁰ for the following reasons: Firstly, it measures the

⁴⁰³S. Bacharach, P. Bamberger and S. Conley, "Work home conflict among nurses and engineers: mediating the impact on role stress on burnout and satisfaction with work", *Journal of Organizational Behavior*, Volume 12, Issue 1, (1991): pp. 39-53.

⁴⁰⁴D. J. Cook, J. S. Hepworth, D. T. Wall and B. P. Warr, *The experience of work: A compendium of 249 measures and their use*, (London, Academic press, 1981): pp. 33-34.

⁴⁰⁵G. Ironson, P. Smith, M. Brannick, M. Gibson and K. Paul, "Construct of a job in general scale: A comparison of global, composite and specific measure", *Journal of Applied Psychology*, Volume 74, Number 2, (1989): pp. 193-200.

⁴⁰⁶P. E. Spector, *Job Satisfaction Application, Assessment, Causes and consequences*, thousand oaks, (Sage publications incorporation, 1997): pp. 75-76.

⁴⁰⁷D. Weiss, R. Dawis, G. England and L. Lofquist, "Manual for the Minnesota satisfaction questionnaire", *Minnesota studies on vocational rehabilitation*, Volume 22, (1967), pp. 110-111.

⁴⁰⁸F. L. Dail, *Taking the measure of work, a guide to validated scales for organizational research*, United States of America, (Sage publication incorporation, 2002): p. 3.

⁴⁰⁹D. Weiss, R. Dawis, G. England and L. Lofquist, (1967), op. cit., pp. 110-111.

⁴¹⁰Ibid.

Herzberg's two factor theory (motivators and hygiene factors) as the determinants of job satisfaction and dissatisfaction. Secondly, it focuses on facets of job satisfaction that explain situational factors and also individual responses. Finally, it deals with intrinsic and extrinsic factors.

4.2.3 Organizational Commitment Questionnaire

The Organizational Commitment Questionnaire was adapted after reviewing different papers including; Balfour et al.,⁴¹¹ Blau,⁴¹² Caldwell et al.,⁴¹³ Cook & Wall,⁴¹⁴ Gregersen and Black,⁴¹⁵ Jaros, et al.,⁴¹⁶ and Mowday et al.⁴¹⁷ The latter developed two questionnaires; one of those questionnaires had 15 questions that measured global organizational commitment (GOC) and the second one included 9 questions that measured attitude or affective commitment.

Our study adapted Mowday et al.'s 15 item questionnaire for the following reasons: Firstly, it measured GOC and the nine questions out of 15 in that questionnaire measured affective organizational commitment. Secondly, it has been commonly used for organizational commitment, professional commitment and job commitment. The GOC questionnaire includes reverse score questions. The reverse score questions show '1' as representing 'strongly agree' and '5' indicates 'strongly disagree'. These reverse

⁴¹¹D. Balfour & B. Wechsler, "Organizational commitment: Antecedents and outcomes in public organizations", *public productivity and management review*, Volume 29, (1996), pp. 256-277.

⁴¹²G. Blau, "Testing generalizability of a career commitment measure and its impact on employee turnover", *Journal of Vocational Behavior*, Volume 35, (1989): pp. 88-103.

⁴¹³F. D. Caldwell, A. J. Chatman & A.C.O' Reilly, III, "Building Organizational Commitment: A multi-firm study", *Journal of occupational and organizational psychology*, Volume 63, (1990): pp. 245-261.

⁴¹⁴J. Cook and D. T. Wall, "New Work Attitude Measures of trust, organizational commitment and personal need for non-fulfillment", *Journal of organizational and occupational psychology*, Volume 53, (1980), pp. 39-52.

⁴¹⁵B. H. Gregsen and J.S. Black, "Antecedents to commitment to a parent company and a foreign operation", *Academy of Management Journal*, Volume 35, Issue 1, (1992), pp. 65-76.

⁴¹⁶J. S. Jaros et al., "Effects of continuance, affective and morale commitment on the withdrawal process: An evaluation on eight structural equation models", *Academy of Management journal*, Volume 36, Issue 5, (1993), pp. 951-996.

⁴¹⁷T. R. Mowday et al., "The measurements of organizational commitment", *Journal of Vocational Behaviour*, Volume 14, (1979), pp. 224-247.

score questions included; “I feel very little loyalty to this university”; “I could just as well be working for a different university as long as the type of work was similar”; “It would take very little change in my present circumstances to cause me to leave this university”; “There’s much to be gained by sticking with this university indefinitely”; “I frequently agree with this university’s policies on important matters relating to its academic staff” and “Deciding to work for this university was a definite mistake on my part”. At the time of data entry, special attention should be given to reverse score questions.⁴¹⁸

4.2.4 Organizational Culture Questionnaire

The Organizational Cultural Profile (OCP) was adapted after studying and evaluating several studies carried out by Bretz and Judge,⁴¹⁹ Cable and Judge,⁴²⁰ Caplan, et al.,⁴²¹ Lovelace and Rosen,⁴²² O Reilly et al.⁴²³ and Vancouver and Schmitt.⁴²⁴ The OCP was originally developed by O Reilly et al.⁴²⁵ and revised by Sarros et al., from an Australian perspective, containing seven dimensions. These were measured with the aid of four questions for each dimension including: *Competitiveness, Social Responsibility, Supportiveness, Innovation, Emphasis on Rewards, Performance Orientation and*

⁴¹⁸T. R. Mowday, M. R. Steers, and W. L. Porter, “The measurements of organizational commitment”, *Journal of Vocational Behaviour*, Volume 14, (1979), pp. 224-247.

⁴¹⁹D. R. Bretz and A. T. Judge, “Person-organization fit and the theory of work adjustment: Implications for satisfaction, tenure and career success”, *Journal of Vocational Behaviour*, Volume 44, (1994), pp. 32-54.

⁴²⁰M. D. Cable and A. T. Judge, “Person-organization fit, job choice decisions and organizational entry”, *Organizational Behaviour and Human Decision Processes*, Volume 67, Issue 3, (1996), pp. 294-311.

⁴²¹D. R. Caplan, S. Cobb, P. R. J. French, R.V. Harrison and R. S. Pinneau, “Job demand and worker health Ann Arbor: University of Michigan”, *Institute for Social Research* (1980), pp. 238-246.

⁴²²K. Lovelace and B. Rosen, “Differences in achieving person-organization fit among diverse groups of managers”, *Journal of Management*, Volume 22, Issue 5, (1996), pp. 703-722.

⁴²³C. A. O’Reilly, J. Chatman and D. F. Caldwell, “People and organizational culture: A profile comparison approach to assessing person-organization fit”, *Academy of Management Journal*, volume 34, Issue 3, (1991), pp. 487-516.

⁴²⁴B. J. Vancouver and W. N. Schmitt, “An exploratory examination of person-organization fit: Organizational goal congruence”, *Personnel Psychology*, Volume 44, (1991), pp. 333-352.

⁴²⁵Ibid.

Stability.⁴²⁶ Sarros et al. conducted a study in Australia and adapted O'Reilly et al.'s OCP questionnaire. Their purpose was to make amendments in the questionnaire and convert it from the Q-sort technique on Likert Scale.⁴²⁷ Q-sort technique has been discussed in Chapter 3, Section 3.3.2.

4.2.5 Work Motivation Questionnaire

The Work Motivation Questionnaire was developed by Patchen et al. and it comprises four questions to measure a person's involvement in work.⁴²⁸ At a later date, Baldwin added one more item to measure participants' commitment to perform the task and his study produced a Cronbach's Alpha score of 0.68.⁴²⁹ Finally, a sixth item relating to willingness to start the task at the earliest possible opportunity or to finish the task by staying over time, was also added by Baldwin.⁴³⁰ Wright, in his study using the six questions questionnaire, produced Cronbach's Alpha score of 0.75⁴³¹ whereas he reported Cronbach's Alpha in the range of 0.67 to 0.79 during his studies while using four questions questionnaire.⁴³² In these two studies by Wright, four questions were used instead of six questions, using the Patchen et al. four item questionnaire. The three

⁴²⁶J. C. Sarros, J. Gray, I. L. Densten and B. Cooper, "The organizational culture profile revisited and revised: an Australian perspective", *Australian Journal of Management*, Volume 30, Issue 1, (2005), pp. 159-182.

⁴²⁷W. Stephenson, "Technique of factor analysis", *Nature*, (1935): 136, 297 in S. S. Bracken and J. E. Fischel, "Assessment of preschool classroom practices: Application of Q-sort methodology", *Early Childhood Research Quarterly*, Volume 21, Issue 4, (2006), pp. 417-430.

⁴²⁸M. Patchen, D. C. Pelz, and C. W. Allen, *Some questionnaire measures of employee motivation and morale*, Institute for Social Research: Ann Arbor, Michigan (United States of America, 1965), pp. 26-27.

⁴²⁹J. N. Baldwin, "Are we really lazy"? *Review of Public Personnel Administration*, Volume 4, Issue 2, (1984), pp. 80-89.

⁴³⁰J. N. Baldwin, "Public versus private: Not that different, not that consequential", *Public Personnel Management*, Volume 16, Issue 2, (1987), pp. 181-193.

⁴³¹B. E. Wright, "Toward Understanding Task, Mission and Public Service Motivation: A Conceptual and Empirical Synthesis of Goal Theory and Public Service Motivation", *Paper prepared for presentation at the 7th National Public Management Research Conference, Georgetown Public Policy Institute, Georgetown University, Washington, D.C.* (2003).

⁴³²B. E. Wright, "Public Service and Motivation: Does Mission Matter"? *Public Administration Review*, Volume 67, Issue 1, (2007), pp. 54-64.

questions out of six questions questionnaire were declared unreliable by Rainey.⁴³³ The current study adapted the six questions questionnaire that was originally developed by Patchen et al., and later amended by Baldwin to evaluate the working at Higher Educational context. Four questions out of the six questions questionnaire adapted in the present studies are reverse score.

4.2.6 Intention to Leave Questionnaire

The Intention to Leave Questionnaire was developed by Jenkins⁴³⁴ and Kransz et al.,⁴³⁵ and it includes three questions viz; “In the last few months, I have seriously thought about looking for a new job”; “Presently, I am actively searching for other job” and “I intend to leave the organization in the near future”. Alam and Mohammad conducted a study on “*Level of job satisfaction and intention to leave among Malaysian nurses*” and concluded that nurses were neither satisfied nor dissatisfied with their job. They used the Jenkins and Kransz et al., questionnaire of intention to leave and recorded reliability above 0.70.⁴³⁶ The current study adapted the above-mentioned three questions questionnaire by Jenkins, Kransz et al, to measure intention to leave.

The demographics of academic staff at Higher Educational Institutes were measured by gender (male/female), age (in number of years), highest qualification (degree), teaching experience (number of years spent in teaching), rank/designation (current position of work), job status (permanent or contractual), net monthly salary (amount of money drawn after paying taxes in Pakistani rupee) and whether the university is considered as

⁴³³H. G. Rainey, “Private agencies and private firms: Incentive structures, goals and individual roles”, *Administration & Society*, Volume 15, Issue 2, (1983), pp. 7-242.

⁴³⁴M. M. Jenkins, “Self-monitoring and turnover: the impact of personality on intent to leave”, *Journal of Organizational Behaviour*, Volume 14, (1993), pp. 83-91.

⁴³⁵M. Kransz, M. Koslowsky, N. Shalom, & N. Elyakim, “Predictors of intentions to leave the ward, the hospital, and the nursing profession: a longitudinal study”, *Journal of Organizational Behavior*, Volume 16, Issue 3, (1995), pp. 277-288.

⁴³⁶M. M. Alam and J. F. Mohammad, “Level of job satisfaction and intention to leave among Malaysian nurses”, *Business Intelligence Journal*, Volume 3, Number 1, (2010), pp. 123-137.

public (administered by the government) or private (administered through private ownership).

Questions were asked to analyse the level of job satisfaction of academic staff who have or have not been involved in the publication of research papers in national or international journals, publications with sole authorship, best publication, referred for a national or international journal, supervising and evaluating MPhil and PhD, awarded any research grants, supervision of internship reports, teacher training, teaching award from university, any National or International award or authorship of any books. An example of such questions is; “In the last twelve months, how many papers have you published in national or international journals?”. We also tried to see the trend of universities movement, i.e. upward or downward, with reference to overall performance in Pakistan. In addition to the above questions, a few more were added to observe the educational trend in Pakistan e.g. “which discipline received the greater number of applications for admission to your university?”. Finally, we included open-ended questions to ascertain the opinion of academic staff at HEIs. These open-ended questions of staff included; “would you like to share the decision of the Selection Board of your university?”

4.3 Pilot Study

A pilot study is one of the techniques applied to test a questionnaire. To enhance the argument, Converse & Presser suggested that it is better to carry out the pilot study before moving to final data collection. In this way, critical feedback may be received from colleagues, experts and especially the chosen respondents.⁴³⁷ At the first stage,

⁴³⁷J. M. Converse and S. Presser, *Survey Questions, Hand crafting the standardized questionnaire*, United States of America, (Sage Publications, Inc., 1986), p. 7.

after the literature review and discussion with colleagues, an adapted questionnaire was primarily designed. At the second stage it was modified under the opinions of both supervisors to improve the sentence structure, wording and order of the overall questionnaire. Finally, a pilot study was conducted with sample respondents to further refine the questionnaire. The respondents of the pilot testing were not considered in the final sample so that the authentication of the simple random sampling design would not be affected. The final sample was based upon a simple random sampling design of the total studied population.

The pilot testing was conducted at 7 universities including 4 public and 3 private sectors universities in Punjab, Pakistan. The sample of pilot testing comprised 70 participants including 30 Lecturers, 21 Assistant Professors, 13 Associate Professors and 6 Professors. This pilot study was conducted in August and September 2010 and the reliability analysis (Cronbach's alpha) of the questionnaire applied to the current study is given in Table 4.1.

Table 4.1 Reliability Analysis of the Questionnaire

Questionnaire	No. of Questions	Cronbach's Alpha
Dimensions		
Job Satisfaction	20	0.879
Organizational Commitment	15	0.591
Organizational Culture	28	0.931
Work Motivation	6	0.436
Intention to Leave	3	0.820
Overall questionnaire	72	0.929

In this analysis, while considering the Cronbach's Alpha, both demographic characteristics and academic staff output/performance related questions were excluded.

In the pre-testing results, there were 20 job satisfaction questionnaire questions; one out of these 20 questions simultaneously measured two pieces of information - “Pay” and “the amount of work that I do”. In order to avoid any confusion in the final data collection and subsequent analysis, this item was further categorized into two separate questions i.e., “The amount of pay that I receive” and “The amount of work that I do”.

The Cronbach’s Alpha value of job satisfaction, organizational culture and intention to leave questionnaire for the overall questionnaire were above the acceptable range of 0.70.⁴³⁸ There was a problem with the reliability of the organizational commitment questionnaire as its value was 0.591, slightly less than the acceptable value. The real problem we faced was with the questionnaire on work motivation with a value of 0.436. To rectify this issue, two options were available to us; firstly, to drop this variable for the final data collection and also from our proposed schematic diagram. The second option was to continue with it, based upon the assumption that the error was due to the small sample size, as the pilot testing included 70 total respondents. After getting the responses of respondents in pilot testing and mutual consultation with supervisors, a draft of the questionnaire was designed for our final studies (see appendix II). The following section describes population and sample.

4.4 Population and Sample

The population of current study encompasses the academic staff members of 40 universities, comprising 22 public and 18 private sector universities in Punjab, Pakistan. Three universities were excluded from this population list because one of these universities deals in distance learning and has no academic staff members. Also, information about the academic staff of two other universities was not available on their

⁴³⁸D. P. S. Andrew, P. M. Pederson and C. D. McEvoy, *Research Methods and Design in Sport Management*, (Printed in United States of America, 1976), p. 202.

official websites and thus was not authenticable. Therefore, out of a total of 40 universities, 37 of these were included in the studied population. Before moving to field work, a list of academic staff of 37 universities, that comprised 21 public and 16 private sector universities, was prepared (see Appendix III for format of population list).

This study only considered permanent and contractual academic staff. The permanent academic staffs are those who have been selected through regular recruitment process which is defined by HEC of Pakistan. The contractual academic staffs are normally hired by the administrative authorities of the universities to run the teaching matters for the time being. The visiting faculty members were not part of the studied population because their details were not available on official universities' websites. Table 4.2 presents general information about the total universities in Pakistan.

Table: 4.2 Total Universities in Pakistan

Region	Public	Private	Universities
Azad Jammu & Kashmir (AJK)	2	2	4
Baluchistan	6	2	8
Federal Area	13	3	16
Gilgit-Baltistan	1	-	1
North-West Frontier Province (NWFP)	15	9	24
Punjab	22	18	40
Sindh	14	25	39
Total	73	59	132

Source: HEC Report (2010)⁴³⁹

The present study applied a simple random sampling design.⁴⁴⁰ Hair et al. suggest this type of sampling as the procedure of drawing a sample from the population in which every element has equally acceptable chances of being selected. There are a number of advantages to this sampling design; firstly, this design is very easy to understand and

⁴³⁹Higher Education Report of Pakistan (HEC) 2002-2008, The Genesis, (Published by Higher Education Commission H-9 Islamabad, 2010)

⁴⁴⁰G. A. F. Seber, *Elementary Statistics*, (John Wiley and Sons Australasia Pty Ltd., 1974), pp. 27-28.

this type of study can be easily generalized to the total population where a simple random sample is drawn. Secondly, this method provides us with unbiased characteristics of the population. Thirdly, this technique gives us the guarantee of every sample unit of the population. Finally, it also ignores the size of sample because the way the sample is drawn is of greater importance.⁴⁴¹ A 5% sample was obtained from the studied population 6327, providing 310 academic staff (see Appendix IV).

4.4.1 Structure of Sample

The structure of the selected sample comprised of 32 universities; these are segregated as 19 public sector and 13 private sector universities. Six academic staff of one university refused to complete the questionnaire due to security threats in Pakistan. In total, 304 questionnaires were received, of which 5 were not filled out properly. These five questionnaires were considered as blank responses. The useable questionnaires therefore numbered 299, making the total sample size 96.45%. The characteristics of the sample included the division of academic staff as follows - 231 from public and 68 from private sector universities, consisting of 172 Lecturers, 80 Assistant Professors, 24 Associate Professors and 23 Professors. The composition of male and female academic staff was 179 and 120, respectively and these academic staff members were teaching approximately 55 different subjects areas in their universities (see Chapter 5, Table 5.1).

4.5 Procedure of Data Collection

The data collection procedure is one of the most important requirements of research methodology. Firstly, ethical approval was obtained from the Ethics Approval Committee, University of Dundee. Secondly, request was forwarded to the Chairperson of the HEC of Pakistan and he gave permission to approach the individual Vice-

⁴⁴¹J. F. Hair, R.P. Bush and D. J. Ortinau, *Marketing Research within a changing information environment*, 2nd Edition, (McGraw-Hill/Irwin, 2003), pp. 333-353.

Chancellors and Rectors of public and private sector universities. Written permission from the Vice-Chancellors and Rectors of the universities was also attained and few universities requested a preview of the questionnaire before giving official approval for us to visit their official staff (written permission attached in appendix V).

This study was conducted from February to June 2011 and the respondents were also assured that all the acquired information would be treated as confidential, and retained purely for the purposes of the study. Furthermore, it was confirmed to the respondents that anonymity would be assured and maintained. They were also reassured that there was no need for personal identification (names, telephone numbers or e-mail addresses). Approximately 20 academic staff wished to complete the questionnaire separately and returned them through a courier service as these staff members were busy in their teaching and research activities. During the data collection phase, it was found that a few academic staff members were not present in their universities due to study leave or other reasons. In these cases, we contacted academic staff in the same department, working on the same designation, with the same gender.

4.6 Data Analysis

For data analysis, the test statistics to measure substantial dissimilarities are calculated at 95% confidence intervals. Data analysis was carried out with SPSS⁴⁴² and AMOS⁴⁴³ including; Cronbach's Alpha, CFA and SEM, Spearman's rho correlation, ANOVA and independent sample T-Test respectively.

⁴⁴²In late 1960's a software was created by three students who were graduated from Stanford named as Statistical Packages for Social Sciences (SPSS).

⁴⁴³AMOS was developed in 1990 by STOS basic and Atari corporations which produced personal computers.

4.6.1 Cronbach's Alpha

Since the objective is to measure the reliability of the questionnaire, Cronbach's Alpha has been calculated which was above the acceptable level and is consistent with earlier studies. The reliability of our Job Satisfaction questionnaire remains statistically significant (Cronbach's Alpha) in the range of 0.82 (Warsi et al.,⁴⁴⁴ Tella et al.,⁴⁴⁵ and Bayram et al.,⁴⁴⁶) to 0.91 (Pepe and college⁴⁴⁷ and Sempene et al.⁴⁴⁸). The reliability of the Organizational Commitment questionnaire remained in the range of 0.82 (Chughtai and Zafar,⁴⁴⁹ Busch et al.,⁴⁵⁰ and Ajmi⁴⁵¹) to 0.87 (Testa⁴⁵² and Okpara⁴⁵³). The reliability of Organizational Culture questionnaire also keep on in the range of 0.76 (Sarros et al.⁴⁵⁴) to 0.88 (Tepeci and Bartlett⁴⁵⁵). The reliability of Work Motivation

⁴⁴⁴S. Warsi, N. Fatima and S. A. Sahibzada, "Study on relationship between organizational commitment and its determinants among private sector employees of Pakistan", *International Review of Business Research Paper*, Volume 5 Number 3, (2009), pp. 399-410.

⁴⁴⁵A. Tella, C. O. Ayeni and S. O. Popoola, "Work Motivation, Job Satisfaction and Organizational Commitment of Library personnel in academic and research libraries in Oyo state, Nigeria", *Library philosophy and practice* ISSN 1522-0222, (2007), p. 9.

⁴⁴⁶N. Bayram, S. Gursakal and N. Bilgel, "Burnout, Vigor and Job Satisfaction among Academic Staff", *European Journal of Social Sciences*, Volume 17, Number 1, (2010), pp. 41-53.

⁴⁴⁷M. Pepe and S. College, "The impact of extrinsic motivational dissatisfiers on employee level of job satisfaction and commitment resulting in the intent to turnover", *EABR and ETLC Conference proceedings, Dublin, Ireland*, (2010), p. 45.

⁴⁴⁸M. Sempene, H. Rieger and G. Roodt, "Job Satisfaction and organizational culture", *SA Journal of Industrial Psychology*, Volume 28, Issue 2, (2002), pp. 23-30.

⁴⁴⁹A. A. Chughtai and S. Zafar, "Antecedents and Consequences of Organizational Commitment among Pakistani universities teachers", *Applied H. R. M. Research*, Volume 11, Number 1, (2006): pp. 39-64.

⁴⁵⁰T. Busch, L. Fallan and A. Pettersen, "Disciplinary differences in job satisfaction, self-efficacy, goal commitment and organizational commitment among faculty employees in Norwegian colleges: An empirical assessment of indicators of performance", *Quality in Higher Education*, Volume 4, Number 2, (1998), pp. 137-157.

⁴⁵¹R. Al-AJMI, "The effect of gender on job satisfaction and organizational commitment in Kuwait", *International Journal of Management*, Volume 23 Number 4, (2006), pp. 838-844.

⁴⁵²M. R. Testa, "job satisfaction and effort in the service environment", *The Journal of Psychology*, Volume 135, Issue 2, (2001), pp. 226-236.

⁴⁵³J. O. Okpara, "job satisfaction and organizational commitment: Are there differences between American and Nigerian Managers Employed in the US MNC's in Nigeria?", presented at the *Academy of Business & Administrative Sciences (ABAS), International Conference at Switzerland*, (2004).

⁴⁵⁴J. C. Sarros, J. Gray, I. L. Densten and B. Cooper, (2005), op. cit., pp. 159-182.

⁴⁵⁵M. Tepeci and A. L. B. Bartlett, "The hospitality industry culture profile: a measure of individual values, organizational culture, and person-organization fit as predictors of job satisfaction and behavioural intentions", *International Journal of Hospitality Management*, Volume 21, Issue 2, (2002), pp. 151-170.

questionnaire continued in the range of 0.67 to 0.79.⁴⁵⁶ Finally, the reliability of Intention to Leave questionnaire has been reported above 0.70.⁴⁵⁷

4.6.2 Confirmatory Factor Analysis and Structural Equation Modelling

A key objective of the study is to develop and measure model, CFA and SEM were conducted. CFA consists of three steps; the first step considers model specification, the second step deals with identification and the third step focuses on model estimation. CFA assumes that certain variables correctly measure a certain latent variable or factor (complex concepts) and tests explicitly stated hypothesis. The approach of CFA is theory driven, for example, what is to be measured and how.⁴⁵⁸

As a first step, the model specification consists of complex concepts and how these concepts will be measured. Latent variables are independent variables and indicators are dependent variables. Dependent variables are not perfectly explained by other variables therefore it is necessary for an error term to be attached. In the model specification, variances and covariance among latent variables must be estimated and, in addition, the regression coefficients must also be estimated (structural coefficient, loadings and error terms paths).

The second step is identification; the problem of identification occurs due too few pieces of information (variances and covariances) in the sample covariance matrix. On the one hand, if we have more pieces of information than the estimation of parameters then the model is over-identified. On the other hand, if we have fewer pieces of information than the estimation of parameters, then the model is under-identified. In the

⁴⁵⁶B. E. Wright, "Public Service and Motivation: Does Mission Matter"?, *Public Administration Review*, Volume 67, Issue 1, (2007), pp. 54-64.

⁴⁵⁷M. M. Alam and J. F. Mohammad, "Level of job satisfaction and intention to leave among Malaysian nurses", *Business Intelligence Journal*, Volume 3, Number 1, (2010), pp. 123-137.

⁴⁵⁸K. A. Hepner and L. Sechrest, "Confirmatory factor analysis of the Child Health Questionnaire-Parent Form 50 in a predominantly minority sample", *Quality of Life Research*, Volume 1, (2002), pp. 763-773.

case of same pieces of information and parameters then it is called just-identified.⁴⁵⁹ To check whether our model is over-identified, we need two pieces of information; firstly, data points (sampling variances and covariances $q(q+1)/2$), and secondly, estimation of parameters includes variance and covariance of latent variables, loadings and variances of errors.

The third step, estimation of model, deals with minimizing the difference between a matrix full of numbers and a sample matrix. The Maximum Likelihood technique has been used for the estimation of the model's parameter which allows the set of values of the sample model with the real model; for example, if the result is zero, the model is a perfect fit. The Maximum Likelihood has one assumption - that data must be normally distributed.

In this study CFA applied to specify a model with five latent variables named as; job satisfaction, affective commitment, organizational culture, work motivation and intention to leave. After the model specification, the identification problem has been seen and estimation of the model measured with the help of the Maximum Likelihood function.

SEM is a statistical technique commonly used for assumptions, statistical data, checking and forecasting relationships among variables.⁴⁶⁰ The SEM is the sum of the CFA and structural path. The structural path allows the covariance among latent variables and link independent variables with dependent variables. There must be enough support from the theory between the independent variables and dependent variables. In SEM, statistically significant results are not a coincidence or results of the data - these results

⁴⁵⁹A. Diamantopoulos and A. J. Siguaw, *Introducing LISREAL: A guide for the Uninitiated, Introducing Statistical Method Series*, (London, 2000), pp. 48-48.

⁴⁶⁰K. Kleyman and A. McVean, "Structural Equation Modelling", *Center for Research Design and Analysis and the Interdisciplinary Ph. D. Program in Social Psychology*, (2008).

are derived by the statistical theory that the simultaneous fit equations will produce more consistent estimates. SEM deals both theoretically and empirically and fitting a model in an efficient and elegant estimation rather than in regression.⁴⁶¹

Regression analysis is a means of measuring the relationship of one independent variable with a dependent variable (simple regression) and the relationship of more than one independent variable is treated as multiple regressions.⁴⁶² There are a few shortcomings of regression; firstly, it works with one dependent variable which is normally the outcome of independent variables and outcomes may be more than one. Finally, it has also been seen that there can be correlation between two variables and one variable causes the other variable, while at the same time, another variable (dependent variable) may be the cause of an independent variable.⁴⁶³ Critically we seek to examine the ‘goodness of fit’ indices of a SEM.

AMOS prints 25 ‘goodness of fit’ indices of the measurement model. These indices allow the researcher to accept or reject the measurement model. There is a dispute among methodologists on different model indices but they agree on multiple indices rather than single indices.⁴⁶⁴ Jaccard and Wan suggested at least three different indices of the model may be considered.⁴⁶⁵ Kline enhanced the argument and suggested at least four model indices may be considered, including the model Chi-Square, Normed Fit Index (NFI) or Comparative Fit Index (CFI) and Non-Normed Fit Index (NNFI). Kline

⁴⁶¹D. Lacobucci, N. Saldanha and X. Deng, “A Meditation on Mediation: Evidence that Structural Equation Models perform Better than Regression”, *Journal of consumer Psychology*, Volume 17, Issue 2, (2007), pp. 140-154.

⁴⁶²S. Makridakis, S. C. Wheelwright and R.J. Hyndman, *Forecasting: Method and Applications*, Third Edition, (John Wiley and Sons, United States of America, 1998), p. 187.

⁴⁶³Path Analysis and Structural Equation Modelling, [online], Available from: <http://www.bcdecker.com>, [Accessed 22/03/2012].

⁴⁶⁴Reporting goodness of fit, [online], Available from: <http://faculty.chass.ncsu.edu>, [Accessed 26/2/2012].

⁴⁶⁵Jaccard, James and D. K. Wan, *LISREL approaches to interaction effects in multiple regression*, Thousand Oaks, (CA: Sage Publications 1996).

later suggested the Root Means Square Error of Approximation (RMSEA) should also be taken into consideration for goodness of fit.⁴⁶⁶

It is better to use one statistics Chi-Square and four indices NFI, CFI, IFI and RMSEA. The justification of said statistics and indices may be discussed as, Chi-Square (X^2) value is from absolute, RMSEA from parsimony and NFI, CFI and IFI from comparative. Chi-Square is only one statistics which is produced by AMOS and other 24 are indices of goodness of fit. Chi-Square takes into account the degree of freedom in its evaluation and offers the covariance matrix as similar to the sample covariance matrix. It has been suggested that the lower value of Chi-Square is more appropriate for the model.⁴⁶⁷ RMSEA consists of Chi-square and degree of freedom in its calculation. Byrne suggests “the values of RMSEA <.08 indicate a good fit”.⁴⁶⁸ Accordingly Hair et al. suggested the value of RMSEA below 0.10 is considerable and accepted for model.⁴⁶⁹ NFI, CFI and IFI belong to comparative fit indices, these values indicates how our measurement model fits with other alternative base line models. Hooper et al suggested the values of NFI and CFI should be greater than .90 for a good model fit.⁴⁷⁰

In this study, SEM is applied to specify the model as affective commitment, organizational culture, work motivation treated as latent variables while job satisfaction and intention to leave are considered as dependent variables. For better understanding

⁴⁶⁶B. R. Kline, “Software programs for structural equation modelling: AMOS, EQS, and LISREL”, *Journal of Psycho educational Assessment*, Volume 16, (1998b), pp. 343-364.

⁴⁶⁷G. Garson, “Structural equation modeling example using Win AMOS”, Retrieved from *North Carolina State University*, [online], Available from: <http://www2.chass.ncsu>, (2005).

⁴⁶⁸B. Byrne, “Structural Equation Modelling with LISREL, PRELIS, and SIMPLIS: Basic concepts, applications and programming”, (Mahwah, NJ: Erlbaum, 1998) in A. C. Costa, “The role of trust for the functioning of teams in organisations”, *Delft University of Technology Department of Product Innovation and Management, Landbergstraat 15, 2628 CE Delft, the Netherland*, p. 6.

⁴⁶⁹J. F. J. Hair, J. Black, C. W. Babin, B. J., Anderson, and L. R. Tatham, *Multivariate Data Analysis* (6th ed.). Upper Saddle River, New Jersey 07458: Pearson, Prentice Hal, 2006) in S. N. H. M. Zawawi, K. M. Idris, R. A. Rahman and Y. B. Wah, “Antecedents of Non-Normal Financial Reporting”, *The Special Issue on Contemporary Issues in Business and Economics*, Volume 2, Number 5, (2011), pp. 170-178.

⁴⁷⁰D. Hooper, J. Coughlan and M. R. Mullen, “Structural Equation Modelling: Guidelines for Determining Model Fit”, *The Electronic Journal of Business Research Method*, Volume 6, Issue 1, (2008), pp. 53-60.

the dimensions of each studies variable considered to specify and estimate the model. The measurement model is estimated on the basis of CFA and path structure and the goodness of fit indices were also calculated (see Chapter 5).

4.6.2.1 Reliability and Validity

Reliability and validity have key significance for the measurement model while reliability further consists of Cronbach's Alpha, Composite Reliability and Average Variance Extracted.

The reliability of a questionnaire consists of consistent scores over a period of time. If questions are highly correlated, it means a latent variable is the cause of such correlation. The Cronbach's Alpha has been previously discussed - there is a drawback to Cronbach's Alpha as it only considers the indicators of latent variables and ignores the rest of the model. Hence, we have to calculate the Composite Reliability; it considers with full model in it not only individual latent variable. The composite reliability is not the output of AMOS; it is normally calculated manually with the help of the following formula.

$$\text{Composite reliability} = \frac{(\sum \text{standardized loadings})^2}{(\sum \text{standardized loadings})^2 + \sum \text{measurement errors}}$$

The composite reliability of each latent variable has been calculated (see appendix VII). The value of composite reliability of each latent variable must be greater than 0.70.⁴⁷¹ The last reliability indicator is Average Variance Extracted (AVE) which shows on average how much the variance of factors explains the indicators. The benchmark for

⁴⁷¹D. P. S. Andrew, P. M. Pederson and C. D. McEvoy, *Research Methods and Design in Sport Management*, (Printed in United States of America, 1976), p. 202.

AVE is > 0.50 because it is the square of the loading.⁴⁷² The AVE may be increased- only considering those indicators whose loading are high. The issue which must keep in the mind is that the face validity of the questionnaire may not be suffered. The loading criteria of indicators > 0.50 produced lower AVE. On the other hand, if loading criteria of indicators > 0.70 will be followed, it will produce greater amount of AVE. The value of AVE may also be effected with few and large amount of indicators.

The model may be reliable but it does not automatically mean that the measurement model is a perfectly fit. The measurement model is a perfect fit when it meets the standard requirements of reliability, validity and model indices.

As far validity is concerned, it comprises face validity, convergent validity and discriminant validity. Validity or construct validity describes as the questionnaire is measuring the same what it assumed to measure.

One can use the definition face validity is if the questionnaire is adapted and has been used in any published paper with its acceptable reliability; it is also called content validity. It may not be measured numerically - it merely considers whether the contents of the questions are consistent with the definition of the construct.⁴⁷³ The convergent validity may be checked with the help of results of the SEM. If the loading of indicators are significant and ideally greater than 0.50 or 0.70 then there is no problem with convergent validity.⁴⁷⁴ The last is discriminant validity - when the correlation between constructs differs significantly from 1.⁴⁷⁵ The complex concepts must be unrelated with each other; if the degree of correlation between two concepts is 1, it means that they are

⁴⁷²C. Fornell and D. Larcker, "Evaluating Structural Equation Models with unobservable variables and measurement error", *Journal of Marketing research*, Volume 18, Number 1, (1981), pp. 39-50.

⁴⁷³U. Sekaran and R. Bougie, *Research methods for business: A skills building approach*, Fifth edition, (New York: John Wiley and Sons, Inc. 2013), pp. 157-158.

⁴⁷⁴F. J. Hair, E. R. Anderson, L. R. Tatham and C. W. Black, *Multivariate Data Analysis* 4th Edition, Upper Saddle River, (NJ: Pearson Prentice Hall, 1998).

⁴⁷⁵W. Janssens et al., *Marketing Research with SPSS*, (Financial Times, Prentice Hall, Pearson Education Limited, 2008), p. 310.

not measuring two concepts, both are the same.⁴⁷⁶ This study applied a confidence interval test for discriminant validity. It may be calculated as correlation estimation of two latent variables ± 2 SE (standard errors).

e.g. Lower extreme: $0.714 - 2 \times 0.044 = 0.626$

Upper extreme: $0.714 + 2 \times 0.044 = 0.802$

It may be smaller or larger but not 1; the confidence interval test has been applied on covariances of latent constructs and the results will be shown in next chapter.

4.6.3 Spearman's rho correlation

Since one of our objectives is to measure the association between facets of job satisfaction, motivator and hygiene factors, affective commitment, organizational commitment, organizational culture, work motivation and intention to leave with job satisfaction, a Spearman's rho correlation analysis could be conducted. "The Spearman's rho correlation uses a statistical correlation to evaluate the strength of the relations between variables through a correlational coefficient 'r' ". If the value of 'r' is in the range of ± 0 to 0.3 treated as a weak relationship, ± 0.3 to 0.7 is considered as moderate and above ± 0.7 indicates the strength of relationship is strong between the variables. Normally a P-value of the correlation is calculated; its aim is to measure whether the correlation is significant or not. If the P-value of two variables is less or equal to 5%, it indicates that a significant correlation does exist. Moreover, further investigation depends upon the significance of the correlation.⁴⁷⁷

⁴⁷⁶There is not any specific test in SEM and outputs of AMOS which addresses endogeneity issue. In discriminant validity we check the extent to which a construct is truly distinct from other constructs. In such a way we may suggest, discriminant validity deals with endogeneity issue. If we have no problem with discriminant validity then there may not be any endogeneity issue.

⁴⁷⁷A. Hebel, "Parametric versus Nonparametric Statistics – When to use them and which is more powerful", *Department of Natural Sciences*, (2002).

Besides Spearman's rho correlation, the partial correlation was also calculated to measure the originality in relationship. In partial correlation, the correlation of two variables may be reduced, due to controlling other variables, and the range of its value is just like Spearman's rho correlation, between -1 to +1.⁴⁷⁸ The same statistical technique has been applied in extensive literature by Aydin and Ceylan,⁴⁷⁹ Chughtai and Zafar,⁴⁸⁰ Mansor and Tayib,⁴⁸¹ Sempene et al.⁴⁸² Tella et al.⁴⁸³ and Noor.⁴⁸⁴

4.6.4 Analysis of Variance Analysis

In addition, as another objective of the study is to measure the mean differences in job satisfaction against gender, age, highest qualification, teaching experience, rank/designation, job status, net monthly salary and whether the university is considered public or private, one way ANOVA could be conducted. One way ANOVA deals in "determining whether there are any significant differences between the means of two or more independent (dissimilar) groups".⁴⁸⁵ It is essential to understand how ANOVA overcomes type 1 and type 2 errors. A type 1 error occurs due to the rejection of H_0 when it should be accepted. In ANOVA it can be reduced by setting a level of

⁴⁷⁸A. Graham, *Teach yourself statistics*, (Hodder Education, London, 2003), p. 209

⁴⁷⁹B. Aydin, and A. Ceylan, "A Research Analysis on Employee Satisfaction in terms of Organizational Culture and Spiritual Leadership", *International Journal of Business and Management*, Volume 4, Number 3, (2009), 159-168.

⁴⁸⁰A. A. Chughtai and S. Zafar, "Antecedents and consequences of organizational commitment among Pakistani universities teachers", *Applied H. R. M. Research*, Volume 11, Number 1, (2006), 39-64.

⁴⁸¹M. Mansoor and M. Tayib, "An Empirical Examination of Organizational Culture, Job Stress and Job Satisfaction within the Indirect Tax Administration in Malaysia", *International Journal of Business and Social Science*, Volume 1, Number 1, (2010), 81-95.

⁴⁸²M. Sempene, H. Rieger and G. Roodt, "Job Satisfaction in Relation to Organizational culture", *SA Journal of Industrial Psychology*, Volume 28, Issue 2, (2002), 23-30.

⁴⁸³A. Tella, O. C. Ayeni and S. O. Popoola, "Work Motivation, Job Satisfaction and Organizational Commitment of Library personnel in academic and research libraries in Oyo state, Nigeria", *Library philosophy and practice* ISSN 1522-0222, (2007), 9.

⁴⁸⁴K. M. Noor,, "Work-life balance and intention to leave among academics in Malaysian public higher education institutions", *International journal of business and social science* Volume 2, Number 11, (2011), 240-248.

⁴⁸⁵D. George and P. Mallery, *SPSS for Windows Step By Step A simple guide and reference*, tenth edition, (Pearson Education, Inc., 2010), p. 144.

significance $P = 0.01(1\%)$. However, it will increase the chances of type 2 errors which occur due to a failure to reject H_0 when it should be rejected. ANOVA overcomes the difficulties of type 1 and type 2 errors by “allowing comparison to be made between any numbers of sample means, all in a single test”.⁴⁸⁶ It was widely used in earlier studies by Ajmi, Busch et al., Iqbal and Akhtar,⁴⁸⁷ Olorunsola⁴⁸⁸ and Ololube⁴⁸⁹ to measure mean differences in job satisfaction against for demographic characteristics.

4.6.5 Independent sample T-Test

Since another objective of the study is to compare the means of two groups of academic staffs, independent-sample t-test could be conducted. The independent-sample t-test “compares the means of two different samples and these samples share some variable of interest in common, but there may not an overlap between the memberships of two groups”.⁴⁹⁰ For this study, we have two samples of academic staff; one of which has been involved in research activities while the other sample has not been involved in such activities - a common variable of interest in this research is job satisfaction. The independent-samples t-test assumes the data is normally distributed; for this purpose a Skewness and Kurtosis test was applied which indicated whether the data was normally distributed (see appendix VI).

Having presented the construction of the questionnaire, preparation of population and sample and statistical techniques applied to address the objectives of the study, the subsequent chapter describes the data analysis and interpretation of the results.

⁴⁸⁶ J. Fowler, P. Jarvis and M. Chevannes, *Practical Statistics for Nursing and Health Care*, (John Wiley and Sons, Ltd., 2002), p. 175.

⁴⁸⁷ A. Iqbal and S. Akhtar, “Job Satisfaction of Secondary School Teachers”, *Abasyn Journal of Social Science*, Volume 5 No. 1, (2012), p. 49-65.

⁴⁸⁸ E.O Olorunsola, “Job satisfaction and gender factor of Administrative staff in south west Nigeria Universities”, EABR and ETLC *Conference Proceedings Dublin, Ireland*, (2010), pp. 91-95.

⁴⁸⁹ N. P. Ololube, “Teachers Job Satisfaction and Motivation for School Effectiveness: An Assessment”, *University of Helsinki Finland*, pp. 1-19.

⁴⁹⁰ D. George and P. Mallery, *SPSS for Windows Step by Step A Simple Guide and Reference 17.0 update*, tenth edition, (Pearson Education Incorporation, 2011), p. 134.

CHAPTER 5

DATA ANALYSIS AND INTERPRETATION

5.1 Introduction

This chapter consists of two sections; the first section describes the reliability analysis of the questionnaire and identifies the analysis of measurement model with the help of the Confirmatory Factor Analysis (CFA), the Structure Equation Modelling (SEM) and Measurement Model Reliability and Validity. In second section, Herzberg's two-factor theory and Meyer and Allen's model provide insights that are tested for their relationships to job satisfaction. Moreover, it offers the analysis of demographic characteristics and the correlational analysis of antecedents and consequence of job satisfaction. In addition, it tests for differences in job satisfaction of research active vs non research active academic staff.

The chapter is organized as follows: Section 5.2 explains the demographic characteristics of academic staff; Section 5.3 offers the reliability analysis of the overall questionnaire; Section 5.4 describes CFA, SEM and Measurement Model Reliability and Validity. Section 5.5 explains the relationship between Herzberg's motivators and hygiene factors with job satisfaction and Section 5.6 offers the analysis of Meyer and Allen's affective commitment with job satisfaction while Section 5.7 presents the findings of Spearman's rho correlation of facets of job satisfaction and also its antecedents and consequence. Section 5.8 offers the results of ANOVA. Section 5.9 offers the general information about level of job satisfaction among academic staff. Section 5.10 relates the results of independent sample T-Test and finally, Section 5.11 summarises the entire chapter.

5.2 Demographic Characteristics of Academic Staff

The characteristics of sample and population are provided in Table 5.1 below.

Table 5.1 Characteristics of population of Punjab and sample population

Characteristics	Sample (n=299)		Punjab Population	
	n	%	N	%
Gender:				
Male	179	60	4298	68
Female	120	40	2029	32
Age:				
20-30 Years	126	42		
31-40 Years	92	31	—	—
41-50 Years	43	14		
51 and Above	37	13		
Highest Qualification:				
Bachelor (Hon)	30	10		
Master	92	31	—	—
MPhil	103	34		
PhD	74	25		
Teaching Experience:				
0-5 Years	161	54		
6-10 Years	60	20	—	—
11-15 Years	20	07		
16 and Above	58	19		
Rank/Designation:				
Lecturers	172	57	3458	55
Assistant Professors	80	27	1660	26
Associate Professors	24	08	524	8
Professors	23	08	685	11
Job Status:				
Permanent	207	69	—	—
Contractual	92	31		
Net Monthly Salary:				
Less than Rs. 30,000/-	51	17		
Rs. 30,001 to 60,000/-	143	48	—	—
Rs. 60,001 to 90,000/-	68	23		
Rs. 90,001 and Above	37	12		
University Considered as:				
Public	231	77	4958	78
Private	68	23	1369	22

In this study, 32 universities were considered out of a total of 40 universities in Punjab, Pakistan i.e. 80% of the total population. Out of these 299 individuals, 60% were males and the remaining 40% were female. The male academic staff members were 4.16% and females 5.91% of their representative population. The participants belonged to different age groups; 42% were between 20 and 30 years of age, 31% were between 31 and 40, 15% were 41 to 50 and the remaining 12% were 51 years of age and above. Moreover, 10% were Bachelor (Hon. Degree) holders, 31% were Master Degree holders, 34% were MPhil and the remaining 25% held a PhD qualification. 54% of the employees had below 5 years teaching experience, 20% employees had between 6 and 10 years teaching experience, 7% employees had between 11 and 15 years teaching experience and 19% academic staff had more than 16 years of teaching experience.

Of the sample, 57% of academic staff members were lecturers, 27% were assistant professors, 8% were associate professors and the remaining 8% were professors. Lecturers represented 4.98%, Assistant Professors 4.82%, Associate Professors 4.58% and Professors 3.36% of their respective population. Employment status of the sample highlighted that 69% of the academics were permanent members of staff and 31% were contractual. The net monthly salary of 17% of the academic staff was less than Rs.30,000/- (\$ 349), 48% were earning between Rs.30,001/- (\$ 349) and Rs.60,000/- (\$ 698), 23% were earning between Rs.60,001/- (\$ 698) and Rs.90,000/- (\$ 1047) and 12% were earning more than Rs.90,001/- (\$ 1047) as a net monthly salary.⁴⁹¹ In terms of academic staff teaching areas, academic staff taught approximately fifty one different subjects such as, Business Administration, Commerce, Computer Science, Engineering,

⁴⁹¹ Note: The conversion rate of approximately 1 US \$ = Rs. 86/-, dated 04.07.2011.

Medicine, Basic Science, Social Science and Pharmacy. 77% of academic staff belonged to public sector universities and the remaining 23% were from private sector universities. Academic staff from public and private sector universities represented 4.66% and 4.97%, respectively of their population. The following section offers the reliability analysis of the questionnaire.

5.3 Reliability Analysis of the Questionnaire

The segregation and reliability analysis of the questionnaire and the long and short versions of two dimensions of the overall questionnaire are shown in Table 5.2.

Table 5.2 Reliability Analysis of the Questionnaire

Questionnaire	Full Version		Restricted Version	
	Questions	Cronbach's Alpha Value	Questions	Cronbach's Alpha Value
Dimensions				
Job Satisfaction	21	0.85	21	0.85
Motivator Factors	13	0.80	13	0.80
Hygiene Factors	8	0.76	8	0.76
Organizational Commitment	15	0.79	9	0.81
Affective Commitment	9	0.81		
Organizational Culture	28	0.94	28	0.94
Competitiveness	4	0.80	4	0.80
Social Responsibility	4	0.71	4	0.71
Supportiveness	4	0.76	4	0.76
Innovations	4	0.75	4	0.75
Emphasis on Reward	4	0.81	4	0.81
Performance Orientation	4	0.67	4	0.67
Stability	4	0.50	4	0.50
Work Motivation	6	0.65	4	0.57
Intention to Leave	3	0.92	3	0.92
Overall questionnaire	73	0.94	65	0.94

Note: 21 questions measured job satisfaction, 15 questions measured organizational commitment, 28 questions measured organizational culture, 6 questions measured work motivation, 3 questions measured intention to leave and overall adapted questions of questionnaire comprise 73 questions.

Table 5.2 presented Cronbach's Alpha value of the long and short versions of two dimensions, namely organizational commitment and work motivation of the overall questionnaire. The total questions in the questionnaire were 73 but in the pilot testing this number was 72. The justification of one more item has been provided in Chapter 4, (Section Pilot Testing). The ' α ' value of the short version of the organizational commitment questionnaire was 0.81, which was comparatively higher than the long version of 15 questions, 0.79. Although both α values were above the acceptable range of 0.70, however, the value 0.81 was comparatively better than 0.79. The current study adapted the long version of organizational commitment questionnaire because it provided more information than the shorter version.

As far as stability is concerned in organizational culture, it only produced an ' α ' value 0.50 that was also lower than corresponding criterion values. In the case of the work motivation questionnaire, the Cronbach's Alpha was 0.65 which was below the acceptable range but, on the other hand, its shorter version which comprises 4 questions, produced an ' α ' value of 0.57. In social science, the ' α ' value of questionnaire 0.60 and above is also considered acceptable.⁴⁹² Likewise, if one item was deleted from a 4 item questionnaire, then its reliability was 0.69 which was quite acceptable but the justification for the selection of three questions may not be provided. In the short version, the questions in the overall questionnaire have been reduced from 73 to 65. Six questions were removed from the long version questionnaire for organizational commitment and two questions from the work motivation questionnaire. The questions of demographic characteristics and academic staff output 10 and 22 respectively were

⁴⁹²D. J. McAllister, "Affect-and-cognition- based trust as foundations for interpersonal cooperation in in organizations", *Academy of Management Journal*, Volume 38, Number 1, (1995), pp. 24-59.

not added in the reliability analysis of the overall questionnaire. The subsequent section describes the analysis of Confirmatory Factor Analysis and Structural Equation Modelling.

5.4 Analysis of Confirmatory Factor Analysis and Structural Equation Modelling

In SEM, the Labour Process Theory, Well-Being, Demographic characteristics and academic staff output are excluded due to theoretical constraints. To address the research question 1⁴⁹³ CFA and SEM were applied. Before moving ahead a little consideration should be paid to causality. For example a person throws a stone in air without holding; it will surely fall on the ground due to gravitation force which became the cause of its falling down. Newton himself, in his *Principia Mathematica* in 1687 asserted that “his theory said in no case what the cause of movements was”.⁴⁹⁴ So, it may be concluded that, to determine cause is not as easy as it looks. Few statistical techniques tell us relationship among variables and others cause and effect. The correlation does not tell us causality; it just deals with the strength of measurement of association. SEM allows us to test and validate the relation between an event (the cause) and a second event (the effect), where the second event is understood as a consequence of the first. Before moving toward the measurement model’s statistics and goodness of fit indexes, there is need of model specification that deals with which variables are causing to whom and also in which direction so, the issue of causality may be addressed in SEM.

Organizational commitment, organizational culture and work motivation were positively correlated with job satisfaction, although the latter was negatively correlated with intention to leave. As far as the dimensions of the said variables are concerned,

⁴⁹³ 1. To develop and measure structural equation model with reference to antecedents and consequence of job satisfaction.

⁴⁹⁴ Newton, *Principia Mathematica* in A. Goha, “Where is Causality?”, Orsay cedex France , LIMSI, BP.133, 91403, pp. 1412-1416

organizational commitment is measured with the help of its one dimension (affective commitment), organizational culture is measured with the help of its seven dimensions (competitiveness, social responsibility, supportiveness, innovations, emphasis on rewards, performance orientation and stability), and job satisfaction is measured with the help of its two dimensions (motivator and hygiene factors). Work motivation and intention to leave were unidimensional (see Appendix XXII).

For better understanding, the measurement model is based upon all the dimensions of studied variables. On the other hand, if the concept of dimensionality is ignored, and all constructs are treated separately, the SEM will discard a huge amount of information, nevertheless, finally, the overall fitness of the model is perfect fit (see measurement model 2 in Appendix XXIV). The following section provides a description of the measurement model.

It should be remembered that the aim of this study was not to attempt an in-depth examination of each of the questionnaires. To evaluate questionnaire reliability and validity, a confirmatory factor analysis (CFA) was estimated. Moreover, the CFA assumes normal distribution of the data. For this purpose, a test of Skewness and Kurtosis was conducted that presented the evidence of normal distribution (see Appendix VI). Two criteria in the CFA were followed: the first criterion describes the minimum loading of the questions which may not be less than 0.50.⁴⁹⁵ The second criterion offers the elimination of an item that may provide justification that the face validity of the questionnaire may not be changed. The following section elucidates on reliability, convergent validity and goodness of fit indices of the measurement model.

⁴⁹⁵W. D. Straub, "Validating instruments in MIS research", *MIS Quarterly*, Volume 13, Number 2, (1960), pp. 339-345.

5.4.1 Reliability and Convergent validity of the Measurement Model

A model fit follows two benchmarks; the first is related to its reliability and convergent validity and the second benchmark refers to the goodness of fit indices. In the measurement model, reliability was measured with Cronbach's Alpha, composite reliability and average variance extracted, and convergent validity estimated on the basis of factor loadings. The goodness of fit indices were estimated to make a decision regarding the acceptance or rejection of the estimated model. Moreover, the goodness of fit indices included Chi-Square, NFI, CFI, IFI and RMSEA. The justification of the adaptation of these statistics and goodness of fit indices, while ignoring others, was discussed in Chapter 4. Table 5.3 (following) represents the reliability and convergent validity of the measurement model.

Table 5.3 Reliability and Convergent validity of the Measurement Model

Factor	Item*	Convergent validity		Cronbach's α	Reliability		
		Factor loading (robust t-value)	Loading average		CR	AVE	
Intention to Leave	ITL1	0.90		0.88	0.92	0.90	0.75
	ITL2	0.91	(22.33)				
	ITL3	0.84	(19.88)				
Job Satisfaction: Motivator Factors	MF4	0.51		0.60	0.80	0.80	0.36
	MF5	0.54	(6.81)				
	MF6	0.58	(7.14)				
	MF9	0.73	(8.05)				
	MF10	0.67	(7.73)				
	MF11	0.61	(7.34)				
	MF12	0.56	(7.00)				
Hygiene Factors	HF4	0.50		0.65	0.74	0.73	0.41
	HF5	0.71	(7.65)				
	HF6	0.66	(7.37)				
	HF7	0.72	(7.70)				
Organizational Commitment:							
Affective Commitment	AC2	0.59	(10.60)	0.67	0.77	0.83	0.45
	AC4	0.62	(11.14)				
	AC5	0.68	(12.75)				
	AC6	0.77	(15.05)				

	AC7	0.66	(12.14)				
	AC9	0.69	(12.97)				
Organizational Culture:							
Competitiveness	C1	0.75	(14.64)	0.80	0.87	0.87	0.63
	C2	0.80	(15.96)				
	C3	0.81	(16.27)				
	C4	0.82	(16.61)				
Social Responsibility	SR1	0.66	(12.41)	0.71	0.80	0.80	0.51
	SR2	0.69	(13.09)				
	SR3	0.72	(13.71)				
	SR4	0.76	(13.71)				
Supportiveness	SP1	0.73	(13.91)	0.76	0.84	0.84	0.57
	SP2	0.77	(15.21)				
	SP3	0.76	(14.70)				
	SP4	0.76	(14.77)				
Innovations	I1	0.82	(16.71)	0.75	0.83	0.84	0.57
	I2	0.81	(16.33)				
	I3	0.73	(14.17)				
	I4	0.64	(11.76)				
Emphasis on Reward	ER1	0.78	(15.53)	0.81	0.88	0.88	0.66
	ER2	0.78	(15.51)				
	ER3	0.81	(16.44)				
	ER4	0.86	(17.88)				
Performance Orientation	PO1	0.61	(11.14)	0.67	0.78	0.76	0.45
	PO2	0.63	(11.47)				
	PO3	0.69	(13.01)				
	PO4	0.74	(14.25)				
Work Motivation	WM1	0.61		0.55	0.62	0.64	0.31
	WM2	0.53	(6.34)				
	WM4	0.55	(6.50)				
	WM6	0.52	(6.27)				

Note: CR = Composite Reliability; AVE= Average variance extracted

X^2 (1044df) = 2349.68 (P < 0.01)	Goodness of fit indices			
	NFI	CFI	IFI	RMSEA
	0.74	0.83	0.84	0.06

*the exact questions these items refer to in Appendix XXII.

Table 5.3 illustrates that the statistics and indices of measurement model include factor loading, robust t-value, loading average, cronbach's α , composite reliability and average variance extracted. It also depicts Chi-Square, NFI, CFI, IFI and RMSEA. The values of the factor loading of Motivator Factors namely, MF4, MF5 and MF6, were slightly above the acceptable criteria of > 0.50 due to it, the average loading of Motivator Factors was comparatively lower than the other constructs. There was no issue

regarding factor loading, robust t-value, loading average, Cronbach's Alpha and Composite reliability. The composite reliability is not the output of AMOS; it was calculated manually (see Appendix VII).

Cronbach's Alpha and composite reliability values of all constructs were greater than the acceptable value 0.70. In addition, there was a little problem with average variance extracted (AVE) as standard value is > 0.50 , but in our findings AVE has been shown as intention to leave 0.75, motivator factors 0.36, hygiene factors 0.41, affective commitment 0.45, competitiveness 0.63, social responsibility 0.51, supportiveness 0.57, innovations 0.57, emphasis on reward 0.66, performance orientation 0.45 and work motivation 0.31. The value of lower AVE may also be increased (see section 4.6.2.1 Chapter 4). Overall the values of AVE were quite reasonable. The results of CFA submit that our measurement model offers good fit to the data on the basis of several fit statistics and goodness of fit indices [$\chi^2 (1044df) = 2349.68 (P < 0.01)$; RMSEA = 0.06; NFI= 0.74; CFI= 0.83; IFI = 0.84). As far as the goodness of fit indices of the measurement model are concerned, the chi-square value is quite reasonable while the p value is < 0.01 which shows the data is perfectly fit for this study.⁴⁹⁶ The values of NFI, CFI and IFI are quite near the acceptable value of 0.90.⁴⁹⁷ Moreover, the result of the RSMEA is 0.06 which shows the model is good fit.⁴⁹⁸ Overall, it may be suggested, on the basis of the results of reliability, convergent validity and goodness of fit indices, that the measurement model is a good fit model. The measurement model's diagram, statistics and goodness of fit indices are presented in Appendix XXIII.

⁴⁹⁶G. Garson, "Structural equation modeling example using Win AMOS", [online], Retrieved from North Carolina State University, (2005), Available from: <http://www2.chass.ncsu.edu/garson>.

⁴⁹⁷D. Hooper, J. Coughlan and M. R. Mullen, "Structural Equation Modelling: Guidelines for Determining Model Fit", *The Electronic Journal of Business Research Method*, Volume 6, Issue 1, (2008), pp. 53-60.

⁴⁹⁸B. Byrne, *Structural Equation Modelling with LISREL, PRELIS, and SIMPLIS: Basic concepts, applications and programming*, (Mahwah, NJ: Erlbaum, 1998) in A. C. Costa, "The role of trust for the functioning of teams in organisations", *Delft University of Technology Department of Product Innovation and Management, Landbergstraat 15, 2628 CE Delft, the Netherlands*, 6.

5.4.2 Results and discussion

Accepting the validity of the measurement model, the proposed theoretical model was tested adding the structural relationships between the variables proposed in the theoretical framework. Complete information with regard to indicator variables is provided in Appendix XXII. The empirical estimates of the measurement model are presented in Tables 5.4 to 5.6 below. Table 5.4 shows the matrix of latent constructs (correlations among factors). It presents the AVE on the diagonal; above the diagonal, the shared variance (squared correlations) is illustrated and, below the diagonal, the 95 percent confidence interval for the estimate factors correlations is provided. The findings present that correlation among all the latent constructs was in the range of moderate and strong relationships.

Table 5.4 Matrix of Latent Constructs (correlation among factors)

	PO	ER	I	SP	C	SR	AC	WM
PO	(0.45)	0.67**	0.77**	0.52**	0.57**	0.57**	0.62**	0.02**
ER	[0.75, 0.88]	(0.66)	0.62**	0.42**	0.41**	0.35**	0.41**	0.04
I	[0.82, 0.93]	[0.72, 0.85]	(0.57)	0.66**	0.60**	0.58**	0.47**	0.01**
SP	[0.64, 0.80]	[0.56, 0.73]	[0.75, 0.86]	(0.57)	0.61**	0.78**	0.44**	0.01**
C	[0.68, 0.83]	[0.56, 0.73]	[0.71, 0.84]	[0.71, 0.85]	(0.63)	0.72**	0.58**	0.01**
SR	[0.68, 0.84]	[0.49, 0.69]	[0.69, 0.84]	[0.83, 0.94]	[0.79, 0.91]	(0.51)	0.66**	0.03**
AC	[0.72, 0.86]	[0.55, 0.73]	[0.60, 0.77]	[0.52, 0.70]	[0.69, 0.83]	[0.75, 0.88]	(0.45)	0.01**
WM	[0.05, 0.20]	[-0.08, 0.05]	[0.04, 0.18]	[0.04, 0.19]	[0.04, 0.18]	[0.09, 0.24]	[0.05, 0.19]	(0.31)

* $p < 0.05$, ** $p < 0.01$ statistically significant . Diagonal represents Average Variance Extracted; above the diagonal squared correlations are illustrated; below the diagonal, the 95 percent confidence interval for the expected factors correlations is delivered

Note: PO= Performance Orientation, ER = Emphasis on Reward, SP = Supportiveness, C = Competitiveness, SR = Social Responsibility, AC= Affective Commitment and WM= Work Motivation.

It has been presented in Table 5.5 that H1 stated that work motivation ($\beta = -0.35$; $p < 0.01$) has a direct and negative influence on hygiene factors. It has been presented in H5 that work motivation ($\beta = 0.36$; $p < 0.01$) has a direct and positive influence on motivator factors. Both hygiene and motivator factors were used to determine job satisfaction; it can therefore be concluded that work motivation has influence on both factors, but should be reviewed separately.

Table 5.5 Hypothesis Testing of Measurement Model

Hypothesis	Structural relation	Standardized Coefficient (β)	Robust t-value	Results
H1	Work Motivation \longrightarrow Hygiene Factor	-0.35**	-4.01	Rejected
H2	Performance Orientation \longrightarrow Hygiene Factors	0.83**	7.51	Accepted
H3	Affective Commitment \longrightarrow Motivator Factors	0.46**	2.82	Accepted
H4	Hygiene Factors \longrightarrow Intention to Leave	-0.43**	-5.48	Accepted
H5	Work Motivation \longrightarrow Motivator Factors	0.36**	3.50	Accepted
H6	Competitiveness \longrightarrow Motivator Factors	0.39*	2.40	Accepted
H7	Supportiveness \longrightarrow Motivator Factors	0.49*	2.17	Accepted

* indicates that level of significant at 5% and ** indicates that level of significant at 1%.

The findings permit acceptance of performance orientation ($\beta = 0.83$; $p < 0.01$) with hygiene factors; performance orientation has a strong, positive influence on hygiene factors.

Table 5.6 Structural Equation Modelling; causal relations analysis

X^2 (1044df) = 2349.68 (P < .01)	Goodness of fit indexes			
	NFI	IFI	CFI	RMSEA
	0.74	0.84	0.83	0.06

The results permit acceptance of affective commitment ($\beta = 0.46$; $p < 0.01$), work motivation ($\beta = 0.36$; $p < 0.01$), competitiveness ($\beta = 0.39$; $p < 0.05$) and supportiveness ($\beta = 0.49$; $p < 0.05$) with motivator factors. It is worthwhile to emphasize once more that performance orientation, competitiveness and supportiveness are dimensions of organizational culture. The remaining four dimensions including innovations, stability, social responsibility and emphasis on reward, did not prove their association with motivator or hygiene factors. Furthermore, the findings allow acceptance of hygiene factors ($\beta = -0.43$; $p < 0.01$) with intention to leave. The influence of motivator factors on intention to leave was not statistically significant due to it having been dropped in hypothesis structural relation.

Table 5.6 indicates that the goodness of fit indices of measurement model were statistically significant. The values of Chi-Square is ($\text{CMIN/DF} = 2.25$) < 3.0 illustrating that the model is good fit. Besides this, the indices of NFI were lower than the standard 0.90, it may be increased but in that case few indicators with lower loading have to be dropped. In this case SEM will discard more informations as presented in Measurement Model 2 (see Appendix XXIV).

As far as the indices of IFI and CFI were concerned, both were near to the corresponding criterion values; finally the values of RMSEA showed that the model is good fit. The following section describes the theoretical discussions.

5.4.3 Theoretical Discussion on Measurement Model

Figure 5.1 Derived Model of SEM

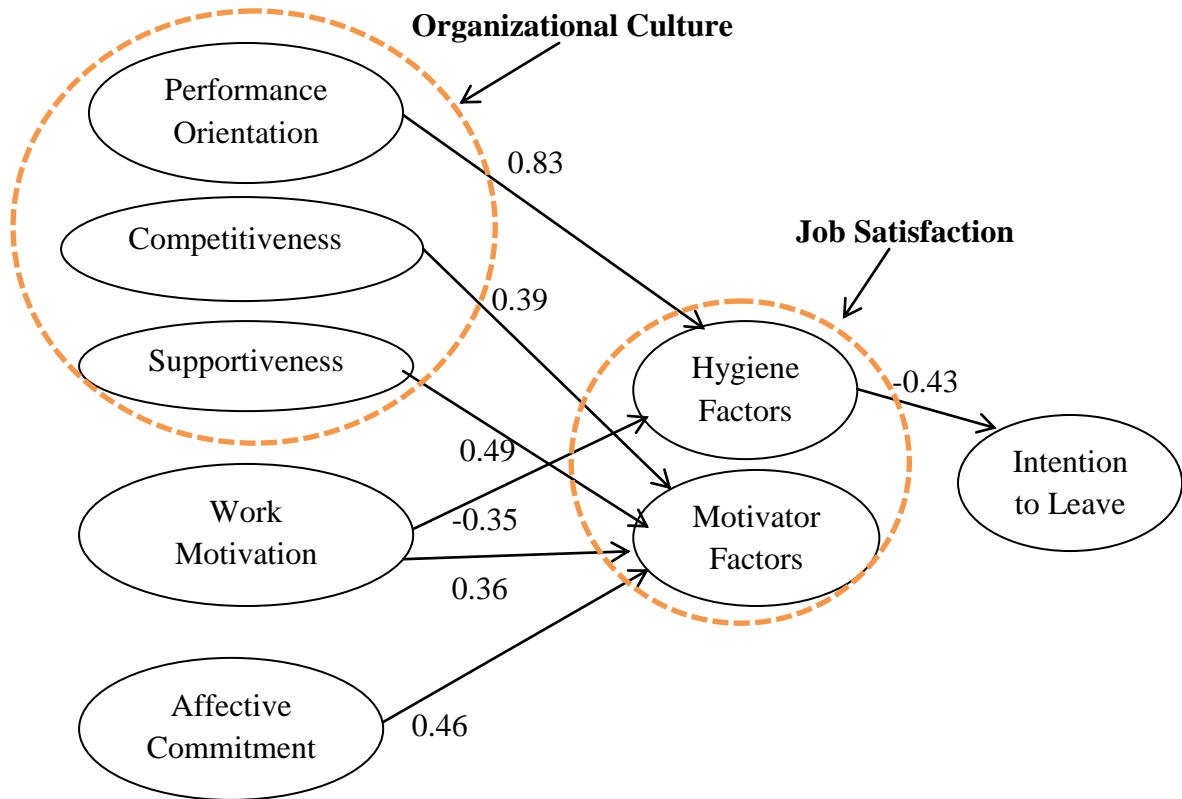


Figure 5.1 illustrates that the SEM provided a narrower picture of the relationship of each dimension of the studied variables that was missing in the existing literature, and will be considered as contribution. There was a positive relationship between organizational commitment and job satisfaction is supported by Busch et al., Chughtai and Zafar, Malik et al., Nawab and Bhatti, Okpara, and Warsi et al. The findings of the SEM illustrate that there was a moderate, positive relationship between affective commitment with motivator factors ($\beta = 0.46$; $p < 0.01$). It is suggested that in the context of HEIs, the significance of affective commitment is higher than overall organizational commitment. Hence HEIs should consider the feelings, emotions and attachments of academic staff to enhance their affective commitment and ultimately increase the level of satisfaction among academicians.

A positive relation between organizational culture and job satisfaction was supported by Aydin and Ceylan; Lee and Chang; Mansoor and Tayib; Roose; Sabri et al., and Sempene et al. The results of the SEM present that there was a strong, positive relationship between performance orientation with hygiene factors ($\beta = 0.83$; $p < 0.01$). It is suggested that HEIs should address these areas; ‘organized academic life’, ‘university is result oriented’, ‘enthusiasm towards their job’, and ‘high expectations for performance from academic staff’ and these four questions are used to measure performance orientation. Performance orientation was positively correlated with those factors which prevent job dissatisfaction. Moreover, there was a moderate, positive relationship between competitiveness ($\beta = 0.39$; $p < 0.05$) and supportiveness ($\beta = 0.49$; $p < 0.05$) with motivator factors. It is suggested that HEIs need to address being competitive and supportive organizational culture because these two approaches increase motivator factors and, ultimately, motivator factors motivate academic staff. Furthermore, the literature suggested a positive relationship between work motivation and job satisfaction namely, Ayub and Rafif; Maharjan; Saleem et al.; Singh and Tiwari and Tella et al.

The finding of the SEM illustrates that work motivation has a positive relation with motivator factors ($\beta = 0.36$; $p < 0.01$) and a negative relation with hygiene factors ($\beta = -0.35$; $p < 0.01$). We see that the impact of work motivation on job satisfaction is ($0.36 - 0.35 = 0.01$) which is negligible. Thus, it may be concluded that work motivation has a marginal positive impact on job satisfaction. Finally, a great deal of literature has pointed out a negative relationship between job satisfaction and intention to leave, including that of Alam and Muhammad; Noor; Ofili et al.; Yahya et al.; David et al.;

Moura et al.; Ryan et al.; Shield and Ward, and Stevens. The current findings present that there was a moderate, negative relationship between hygiene factors and intention to leave ($\beta = -0.43$; $p < 0.01$). It has been pointed out that the motivator factors merely motivate the academic staff which leads to job satisfaction, while the hygiene factors which prevent job dissatisfaction, become the main cause of intention to leave among university academic staff. Therefore, it is further suggested that the individual facets of hygiene factors, presented earlier in this chapter, have the most significance importance on intention to leave.

5.5 Analysis of Herzberg's two-factor Theory

Herzberg's two factor theory comprises Motivator and Hygiene Factors (discussed in Chapter 2) and this section offers the results of the relationship between the facets of Motivator factors with job satisfaction. To address the research question 2⁴⁹⁹, a Spearman's rho correlation was applied and its findings are illustrated in Table 5.7 below. A Spearman's correlation was run to determine the relationship between facets of motivator factors and job satisfaction values. There was a strong, positive correlation between freedom to use my own judgement ($r = 0.661$, $n = 299$, $p < 0.01$), chance to try my own methods ($r = 0.630$, $n = 299$, $p < 0.01$), the praise I get for doing a good job ($r = 0.559$, $n = 299$, $p < 0.01$) with job satisfaction.

Moreover, there was a moderate, positive correlation between chances for opportunities for promotion ($r = 0.512$, $n = 299$, $p < 0.01$), chance to do something that makes use of my abilities ($r = 0.510$, $n = 299$, $p < 0.01$), feelings of accomplishment that I get from the

⁴⁹⁹ 2. Is there a positive relationship between facets of Motivator factors with job satisfaction?

job ($r = 0.502$, $n = 299$, $p < 0.01$), the amount of work that I do ($r = 0.492$, $n = 299$, $p < 0.01$), chance to tell others what to do having supervisory role ($r = 0.469$, $n = 299$, $p < 0.01$), chance to do things for other academic staff ($r = 0.465$, $n = 299$, $p < 0.01$) with job satisfaction.

Table 5.7 Correlation between facets of Motivator Factors with Job Satisfaction

Facets of Motivator Factors	Job Satisfaction
Strong Relationship	0.661** (0.181)
The freedom to use my own judgement	
The chance to try my own methods of doing the job	0.630** (0.393)
The praise I get for doing a good job	0.559** (0.424)
Moderate Relationship	0.512** (0.477)
The chance for opportunities for promotion in this job	
The chance to do something that makes use of my abilities	0.510** (0.235)
The feelings of accomplishment I get from the job	0.502** (0.191)
The amount of work that I do	0.492** (0.405)
The chance to tell other staff what to do having supervisory role	0.469** (0.162)
The chance to do things for other academic staff	0.465** (0.270)
Weak Relationship	0.390** (0.255)
Being able to keep busy all the time	
The chance to do different things from time to time	0.356** (0.236)
The chance to work alone on the job	0.325** (0.264)
The chance to be somebody in the community	0.294** (0.246)

** . Correlation is significant at the 0.01 level (1-tailed), * . Correlation is significant at the 0.05 level (1- tailed), (P= .000), N= 299. In parenthesis there are results of partial correlations which are also statistically significant.

Furthermore, there was a weak, positive correlation between being able to keep busy all the time ($r = 0.390$, $n = 299$, $p < 0.01$), chance to do different things from time to time ($r = 0.356$, $n = 299$, $p < 0.01$), chance to work alone on the job ($r = 0.325$, $n = 299$, $p < 0.01$), with job satisfaction. Beside these findings, it is presented in Table 5.7 that, after controlling the effect of facets of Motivator Factors, the results of partial correlations were also statistically significant. The findings were supported by earlier studies which

have been discussed, including Herzberg et al.,⁵⁰⁰ Hanif and Kamal,⁵⁰¹ Khalid, Malik and Shaheen,⁵⁰² Malik, Nawab, Naeem and Danish,⁵⁰³ Nawab and Bhatti,⁵⁰⁴ Okpara,⁵⁰⁵ Raabe and Beehr,⁵⁰⁶ Sharma and Jyoti,⁵⁰⁷ Ssesanga and Garrette,⁵⁰⁸ Santhapparaj and Alam,⁵⁰⁹ and Taylor.⁵¹⁰

Detailed information on Spearman's rho correlation and partial correlation in terms of facets of motivator factors is given in Appendix XIII and XIV respectively.

Having reviewed the facets of Motivator factors, this section describes the relationship between facets of Hygiene Factors with job satisfaction. To address the research question 3,⁵¹¹ a Spearman's correlation was run to determine the relationship between

⁵⁰⁰F. Herzberg, B. Mausner, and B. B. Snyder man, *The Motivation to Work*, 2nd edition, Wiley International Edition, (John Wiley & Sons, Incorporation New York, 1959), p. 113.

⁵⁰¹M. F. Hanif, and Y. Kamal, "Pay and Job Satisfaction: A Comparative Analysis of Different Pakistani Commercial Banks", Paper presented in *9th National Research Conference* held on 25th June 2009 at SZABIST, Islamabad.

⁵⁰²G.K. Khalid, A. Malik and G. Shaheen, "You Can't Make an Omelette without Breaking Eggs", *International Review of Business Research Papers*, Volume 4, Number 5, (2008), pp. 297-307.

⁵⁰³M. E. Malik, S. Nawab, B. Naeem, and R.Q. Danish, "Job Satisfaction and Organizational Commitment of University Teachers in Public Sector of Pakistan", *International Journal of Business and Management*, Volume 5, Number 6, (2010), pp. 17-26.

⁵⁰⁴S. Nawab, and K. K. Bhatti, "Influence of Employee Compensation on Organizational Commitment and Job Satisfaction: A Case Study of Educational Sector of Pakistan", *International Journal of Business and Social Science*, Volume 2, Number 8, (2011), pp. 25-32.

⁵⁰⁵J. Okpara, "Job Satisfaction and organizational commitment: Are there Differences between American and Nigerian Managers Employed in US MNCs in Nigeria"? *Presented at the Academy of Business & Administrative Sciences*, June 12-14, (2004).

⁵⁰⁶B. Raabe, B. and T. A. Beehr, "Formal mentoring versus supervisor and Co-worker relationships: differences in perceptions and impact", *Journal of Organizational Behaviour*, Volume 24, (2003), pp. 271-293

⁵⁰⁷R. D. Sharma, Jyoti, and Jeevan, "Job Satisfaction of University teachers: An empirical study", *Journal of Services Research*, Volume 9, Number 2 (2010), p. 51.

⁵⁰⁸K. Ssesanga, and R. M. Garrett, "Job satisfaction of University academics: perspective from Uganda", *Higher Education*, Volume 50, (2005), pp. 33-56.

⁵⁰⁹A. S. Santhaparaj, and S. S. Alam, "Job Satisfaction among Academic Staff in Private Universities in Malaysia", *journal of social science*, volume 1, Issue 2, (2005), pp. 72-76.

⁵¹⁰F. W. Taylor, *The Principles of Scientific Management*, (Harper and Brothers Publishers, New York, 1911), pp. 9-10.

⁵¹¹ 3. Is there a positive relationship between facets of Hygiene factors with job satisfaction?

facets of hygiene factors and job satisfaction values (see Table 5.8). There was a strong, positive correlation between the current working conditions and job satisfaction ($r = 0.614$, $n = 299$, $p < 0.01$).

Table 5.8 Correlation between facets of Hygiene Factors with Job Satisfaction

Facets of Hygiene Factors	Job Satisfaction
Strong Relationship	
The current working conditions	0.614** (0.306)
Moderate Relationship	
The way the universities policies are put into practice	0.563** (0.308)
The way my boss handles his men	0.540** (0.375)
Being able to do things that do not go against my conscience	0.515** (0.497)
The competence of my head of department in making decisions	0.513** (0.212)
The way my job provides me with steady employment	0.497** (0.278)
The amount of pay that I receive	0.472** (0.204)
Weak Relationship	
The way my co-workers get along with each other	0.387** (0.243)

** . Correlation is significant at the 0.01 level (1-tailed), * . Correlation is significant at the 0.05 level (1- tailed), ($P = .000$), $N = 299$. The results of partial correlations are in parentheses. These results are also statistically significant.

Besides this, there was a moderate, positive correlation between the way universities put policies into action ($r = 0.563$, $n = 299$, $p < 0.01$), the way my boss handles his men ($r = 0.540$, $n = 299$, $p < 0.01$), being able to do things that do not go against my conscience ($r = 0.515$, $n = 299$, $p < 0.01$), competence of my head of department in making decisions ($r = 0.513$, $n = 299$, $p < 0.01$), the way my job provides my with steady employment ($r = 0.497$, $n = 299$, $p < 0.01$), the amount of pay that I receive ($r = 0.472$, $n = 299$, $p < 0.01$), with job satisfaction. Moreover, there was a weak, positive correlation between the way my co-workers get along with each other and job satisfaction ($r = 0.387$, $n = 299$, $p < 0.01$). In addition to the findings of partial correlation were also statistically significant. These findings are consistent with earlier studies which have been discussed in Chapter 2. Comprehensive information regarding Spearman's rho correlation and partial

correlation in terms of facets of hygiene factors is given in Appendix XV and XVI respectively. Having studied the relationship between the facets of Hygiene factors and job satisfaction, the subsequent section offers a correlation between facets of affective commitment and job satisfaction in Table 5.9 to address the research question 4.⁵¹²

5.6 Analysis of Meyer and Allen Model

This section analysed the relationship between individual facets of affective commitment with job satisfaction.

Table 5.9 Correlation between facets of Affective Commitments with Job Satisfaction

Facets of Affective Commitment	Job Satisfaction
Moderate Relationship	
This university really inspires the very best in me in the way I meet job expectations	0.558** (0.278)
I am extremely glad that I chose this university to work over others I was considering at the time I first joined	0.475** (0.146)
I talk up this university to my friends as a great university to work for	0.445** (0.113)
For me this is the best of all possible universities to work for	0.443** (0.093)
I am proud to tell others that I am a part of this university	0.423** (0.068)
Weak Relationship	
I find that my values and the university's values are very similar	0.379** (0.078)
I really care about the fate of this university	0.301** (0.074)
I am willing to put a great deal of effort beyond what is normally expected in order to help this institute to be successful	0.271** (0.124)
I would accept any type of job assignment in order to keep working for this university	0.253** (-0.046)

**. Correlation is significant at the 0.01 level (1-tailed), *. Correlation is significant at the 0.05 level (1- tailed), (P= .000), N= 299. The results of partial correlations are in parentheses. These results are also statistically significant.

On the basis of Spearman's correlation we have found a statistically significant moderately positive relation between affective commitment and job satisfaction values. There was a moderate, positive correlation between this university really inspires me (r

⁵¹² 4. Is there a positive relationship between the facets of affective commitments with job satisfaction?

= 0.558, $n = 299$, $p < 0.01$), I am extremely glad that I chose this university over others ($r = 0.475$, $n = 299$, $p < 0.01$), I talk up this university to my friends as a great university to work ($r = 0.445$, $n = 299$, $p < 0.01$), for me this is best for all other universities ($r = 0.443$, $n = 299$, $p < 0.01$), I am proud to tell others that I am part of this university ($r = 0.423$, $n = 299$, $p < 0.01$) with job satisfaction.

Moreover, there was a weak, positive correlation between I find my values and the university's values are very similar ($r = 0.379$, $n = 299$, $p < 0.01$), I really care about the fate of this university ($r = 0.301$, $n = 299$, $p < 0.01$), I am willing to put in a great deal of effort ($r = 0.271$, $n = 299$, $p < 0.01$), I would accept any type of assignment ($r = 0.253$, $n = 299$, $p < 0.01$) with job satisfaction. In addition, the results of partial correlations were also statistically significant (see Table 5.9). These findings were consistent with Busch et al.,⁵¹³ Chughtai and Zafar,⁵¹⁴ Jaros et al.,⁵¹⁵ Malik et al.,⁵¹⁶ Nawab and Bhatti,⁵¹⁷ Okpara,⁵¹⁸ and Warsi et al.⁵¹⁹ For more information on Table 5.9, please see Appendix XVII and XVIII. Having studied the relationship between the facets of motivator, hygiene factors and affective commitment with job satisfaction, to address the research question 5 to 7,⁵²⁰ a Spearman's rho correlation was applied and its results are presented

⁵¹³T. Busch et al., "Disciplinary differences in job satisfaction, self-efficacy, goal commitment and organizational commitment among faculty employees in Norwegian colleges: An empirical assessment of indicators of performance", *Quality in Higher Education*, Volume 4, Number 2, (1998), pp. 137-157.

⁵¹⁴A. A. Chughtai and S. Zafar, "Antecedents and consequences of organizational commitment among Pakistani universities teachers", *Applied H. R. M. Research*, Volume 11, Number 1, (2006), pp. 39-64.

⁵¹⁵J. S. Jaros, et al., "Effects of continuance, affective, and moral commitment on the withdrawal process: An evaluation of eight structural equation models", *Academy of Management Journal*, Volume 36, Issue 5, (1993), pp. 951-995.

⁵¹⁶M. E. Malik, et al., "Job Satisfaction and Organizational Commitment of University Teachers in Public Sector of Pakistan", *International Journal of Business and Management*, Volume 5, Number 6, (2010), pp. 17-26.

⁵¹⁷S. Nawab and K. K. Bhatti, "Influence of Employee Compensation on Organizational Commitment and Job Satisfaction: A Case Study of Educational Sector of Pakistan", *International Journal of Business and Social Science*, Volume 2, Number 8, (2011), pp. 25-32.

⁵¹⁸J. O. Okpara, (2004), op. cit.

⁵¹⁹S. Warsi, "Study on relationship between organizational commitment and its determinants among private sector employees of Pakistan", *International Review of Business Research Papers*, Vol. 5 No. 3. (2009), pp. 399-410.

⁵²⁰5. Is there a positive relationship between Motivator factors with job satisfaction?

in Table 5.10 below. There was a very strong, positive correlation between motivator factors ($r = 0.910$, $n = 299$, $p < 0.01$) and hygiene factors ($r = 0.859$, $n = 299$, $p < 0.01$) with job satisfaction. Furthermore, there was a strong, positive correlation between affective commitment and job satisfaction ($r = 0.612$, $n = 299$, $p < 0.01$).

Table 5.10 Correlation between Motivator Factors, Hygiene Factors and Affective Commitment with Job Satisfaction

Variables	Job Satisfaction
Very Strong Relationship Motivator Factors	0.910**
Hygiene Factors	0.859**
Strong Relationship Affective Commitment	0.612**

** . Correlation is significant at the 0.01 level (1-tailed), ($P = .000$), $N = 299$.

Table 5.10 illustrated that the association of motivator factors was comparatively higher than that of hygiene factors with job satisfaction. Taken together, these findings suggest that motivator and hygiene factors were strongly associated as compared with affective commitment with job satisfaction (see Appendix XIX). Supportive studies are discussed in Chapters 2 and 3.

5.7 Analysis of Facets of job Satisfaction

To address the research questions 8,⁵²¹ the findings of the current study are presented in Table 5.11 below. A Spearman's correlation was run to determine the relationship between pay, opportunities for promotions, supervision, co-workers relationships and job satisfaction values. There was a moderate, positive correlation between pay ($r = 0.472$, $n = 299$, $p < 0.01$), opportunities for promotions ($r = 0.512$, $n = 299$, $p < 0.01$),

6. Is there a positive relationship between Hygiene factors with job satisfaction?

7. Is there a positive relationship between affective commitments with job satisfaction?

⁵²¹ 8. Is there a positive relationship between the facets of job satisfaction (pay, opportunities for promotion, supervision and co-workers relationship) with job satisfaction and organizational commitment?

supervision ($r = 0.540$, $n = 299$, $p < 0.01$) with job satisfaction. There was a weak, positive correlation between co-workers relationship and job satisfaction ($r = 0.387$, $n = 299$, $p < 0.01$). Furthermore, there was a weak, positive relationship between pay ($r = 0.313$, $n = 299$, $p < 0.01$), opportunities for promotions ($r = 0.281$, $n = 299$, $p < 0.01$), supervision ($r = 0.280$, $n = 299$, $p < 0.01$) and co-worker's relationships ($r = 0.311$, $n = 299$, $p < 0.01$) with organizational commitment (for detailed information, see Appendix IX).

Table 5.11 Correlation between facets of Job Satisfaction (pay, opportunities for promotion, supervision and co-workers relationships) with job satisfaction and Organizational Commitment

Facets of job satisfaction	Job Satisfaction	Organizational commitment
Moderate Relationship Supervision	0.540** 0(.509)	0.280** (0.195)
Opportunities for promotion	0.512** (0.381)	0.281** (0.132)
The amount of pay	0.472** (0.306)	0.312** (0.178)
Weak Relationship Relationship with co-workers.	0.387** (0.288)	0.311** (0.205)

** . Correlation is significant at the 0.01 level (1-tailed), ($P = .000$), $N = 299$. The results of partial correlations are in parentheses. These results are also statistically significant.

In the current analysis, a 1-tailed test is utilised instead of a 2-tailed. The 1-tailed test is used when the hypothesis is directional; in the case of non-directional the 2-tailed is used and the execution of both 1-tailed and 2-tailed is same.⁵²² The findings of the partial correlation (provided in parentheses) were also statistically significant (for detailed information, see Appendix X). The findings of our study are consistent with earlier studies (discussed in Chapter 2).⁵²³ Having studied the relationship between

⁵²²J. Fowler et al., *Practical Statistics for Nursing and Health Care*, (John Wiley and Sons, Ltd., 2002), p. 111

⁵²³See. Taylor; Herzber, Mausuer and Synderman; Sharma and Jyoti; Ssesanga and Garrette; Hanif and Kamal; and Santhapparaj and Alam, Okpara; Raabe and Beehr; Malik, Nawab, Naeem and Danish; Nawab and Bhatti and Khalid, Malik and Shaheen.

facets of job satisfaction with job satisfaction and organizational commitment, the following section offers the correlation between antecedents and consequence of job satisfaction.

5.7.1 Correlation between antecedents and consequence of job satisfaction

To address the research questions 9 to 12,⁵²⁴ a Spearman's rho correlation was utilised and its findings are presented in Table 5.12 below. On the basis of Spearman's correlation, we found a statistically significant positive relation between organizational commitment, organizational culture, work motivation and job satisfaction values and negative relation between job satisfaction and intention to leave values. There was a strong, positive correlation between organizational commitment ($r = 0.596$, $n = 299$, $p < 0.01$), organizational culture ($r = 0.693$, $n = 299$, $p < 0.01$) with job satisfaction. There was a weak, positive correlation between work motivation and job satisfaction ($r = 0.290$, $n = 299$, $p < 0.01$). Complete information on Spearman's rho correlation is provided in Appendix XI.

Table 5.12 Correlation between Organizational Commitment, Organizational Culture, Work Motivation and Intention to Leave with Job Satisfaction

Variables	Job Satisfaction
Strong Relationship	
Organizational Culture	0.693** (0.509)
Organizational Commitment	0.596** (0.176)
Weak Relationship	
Intention to Leave	-0.332** (-0.098)
Work Motivation	0.290** (0.163)

** . Correlation is significant at the 0.01 level (1-tailed), ($P = .000$), $N = 299$. In parentheses there are results of partial correlations. These results are also statistically significant.

⁵²⁴ 9. Is there a positive relationship between organizational commitments with job satisfaction?
 10. Is there a positive relationship between organizational culture and job satisfaction?
 11. Is there a positive relationship between work motivation and job satisfaction?
 12. Is there a negative relationship between job satisfaction and intention to leave?

There was a weak, negative correlation between intention to leave with job satisfaction ($r = -0.332$, $n = 299$, $p < 0.01$). Furthermore, the results of partial correlations (provided in parentheses) were also statistically significant (see Table 5.12). Detailed information with regard to partial correlation is provided in Appendix XII. The findings of current study were accordance with the earlier extensive literature discussed in Chapters 2 and 3.⁵²⁵

5.8 Job satisfaction vs demographic characteristics

To address the research question 13,⁵²⁶ Analysis of Variance Analysis (ANOVA) has been applied and its findings were presented in terms of eight demographic characteristics in Table 5.13 below. There was a statistical significant effect of gender on job satisfaction at $P < 0.05$ level [$F(1, 298) = 5.656$, $P = 0.018$]. The results of the current study were supported by Egblue. Furthermore, the mean differences (see Appendix VIII) indicated that the mean score for males ($M = 76.60$, $SD = 10.177$) was significantly different than that for females ($M = 73.68$, $SD = 10.744$). Taken together, these results suggest that male academic staff members were comparatively more satisfied with their jobs than their female counterparts. The ANOVA findings were consistent with Callister; Egblue; Hagedorn; Hajiha, Jassabi; Ghaffari, and Olorunsola and Olorunsola.

⁵²⁵ Tett and Meyer; Malik, Nawab, Naeem and Danish; Nawab and Bhatti; Tella, Ayeni and Popoola; Okpara; Warsi, Fatima and Sahibzada; Busch, Fallan and Pettersen and Chughtai and Zafar, Lee and chang; Sempene, Rieger and Roodt; Roos and Eeden; Gray, Densten and Sarros; Obadara; Mansor and Tayib; Aydin and Ceylan and Takada, Tyilana; Tella, Ayeni and Popoola; Noor; Ahsan, Abdullah, Fie and Alam; Robbins; Furnham, Eracleous, and Chamoroo-Premuzic and Wright; Alam and Mohammad; Yahaya, Yahaya, Tamyas, Ismail and Jaalam; Ali; Ofili, Usiholo and Oronsaye; Pepe; Noor; Mudor and Tooksoon and Shields and Ward.

⁵²⁶ 13. Is a difference exists in job satisfaction among academic staff with reference to gender, age, highest qualification, teaching experience, rank/designation, job status, net monthly salary and university considered as public or private universities in Punjab, Pakistan?

There was no statistically significant effect of age on job satisfaction at $P > 0.05$ level [$F(4, 295) = 0.968, P = 0.426$]. However, the results of mean differences (see Appendix VIII) indicated that the mean score of academic staff who were 51 years of age and above ($M = 78.622, SD = 9.408$) was significantly different than for those of 41 to 50 years of age ($M = 75.116, SD = 10.976$), 31 to 40 years old ($M = 75.206, SD = 10.588$) and 20 to 30 years ($M = 74.817, SD = 10.544$) respectively. It illustrated that the older academic staff members were comparatively more satisfied with their jobs than younger teaching fellows. The findings were supported by earlier studies by Devaney and Chen; Dwivedi and Bos; Donders et al.

There was a statistically significant effect of qualification on job satisfaction at $p < 0.05$ level [$F(3, 296) = 4.061, P = 0.008$]. Moreover, the findings of mean differences (see Appendix VIII) indicated that the mean score of academic staff holding PhDs ($M = 78.581, SD = 9.664$) was significantly different than that of MPhil ($M = 75.077, SD = 10.534$), Master ($M = 74.684, SD = 10.393$) and Bachelor (Hon.) ($M = 71.267, SD = 10.988$) respectively. The findings indicated that job satisfaction increases with an increase in education level. The results of the current study suggest that the academic staff members who have a higher qualification, e.g. PhD and MPhil, were comparatively more satisfied than those who were less qualified. These results were consistent with the earlier studies of Gurbuz; Gardner and Oswal; and Metle.

Table 5.13 Impact of demographic characteristics on job satisfaction

Demographic Characteristics	Mean Job Satisfaction	Degree of Freedom	F-Value	Significance P-Value
Gender:		1	5.656	0.018*
Male	76.60	298		
Female	73.68			
Age:		3	0.968	0.426
20-30 Years	74.82	296		
31-40 Years	75.21			
41-50 Years	75.11			
51 and Above	78.62			
Qualifications:		3	4.061	0.008*
Bachelor (Hon)	71.27	296		
Master	74.68			
MPhil	75.08			
PhD	78.58			
Teaching Experience:		3	2.174	0.091**
0-5 Years	74.81	296		
6-10 Years	73.80			
11-15 Years	77.75			
16 and Above	78.05			
Rank/Designation:		3	7.354	0.000*
Lecturers	74.52	296		
Assistant Professors	73.73			
Associate Professors	80.50			
Professors	83.04			
Job Status:		1	1.470	0.232
Permanent	76.14	298		
Contractual	73.86			
Net Monthly Salary:		3	5.278	0.001*
Less than Rs. 30,000/-	73.41	296		
Rs. 30,001 to 60,000/-	74.06			
Rs. 60,001 to 90,000/-	76.99			
Rs. 90,001 and Above	80.73			
University considered:		1	2.257	0.134
Public	77.12	298		
Private	74.95			

Note: * indicates significant at 5% level and ** indicates significant at 10% level.

There was no statistically significant effect of teaching experience on job satisfaction at $p > 0.05$ level [$F(3, 296) = 2.174, P = 0.091$]. In addition, the mean difference (see Appendix VIII) indicated that the mean score of the academics who had 16 years or

more teaching experience ($M = 78.052$, $SD = 9.980$) was significantly different than those with 11 to 15 years teaching experience ($M = 77.750$, $SD = 9.994$); 6 to 10 years teaching experience ($M = 73.800$, $SD = 11.126$); and 0 to 5 years teaching experience ($M = 74.826$, $SD = 10.365$) respectively. The findings show that the academic staff members who have longer teaching experience were comparatively more satisfied with their jobs than less experienced academic staff. The current study only addresses those academics staff who were presented in official websites of the university, it did not take in to account those who left the university and we also did not ask them about any other option of the job. Although these academicians were representative of the studied population but there may be sample bias in references to those who have other options of job but still at their universities. These findings were consistent with extensive literature including Kumar and Girj; Lewis and Chimanikire; Mutandwa et al.; and Mutandwain. Besides this, the results indicated that the mean of job satisfaction was ‘U’ shaped; in the first five years job satisfaction was higher among academic staff and after that, in the next five years it decreased and later on, it increased more gradually. These findings were also consistent with the findings of Blanchflow and Oswald.⁵²⁷

There was a statistically significant effect of rank/designation on job satisfaction at $p < 0.05$ level [$F(3, 296) = 7.354$, $P = 0.000$]. Furthermore, the mean comparison (see Appendix VIII) illustrated that the mean score of Professors ($M = 83.043$, $SD = 6.898$) was significantly different than Associate Professors ($M = 80.500$, $SD = 8.673$), Assistant Professors ($M = 73.725$, $SD = 11.003$) and Lecturers ($M = 74.517$, $SD = 10.296$), in terms of job satisfaction respectively. The findings indicated that Lecturers were comparatively more satisfied than Assistant Professors. Besides this, Professors

⁵²⁷G. D. Blanchflow and A. J. Oswald, (2011), op. cit.

were more satisfied than Associate Professors, Assistant Professors and Lecturers. These findings were consistent with Boyer and Altbach; Noor-din and Jusoff; Alam, Talha and Ahsan.

There was no statistically significant effect of job status on job satisfaction at $P > 0.05$ level [$F(2, 297) = 1.470, P = 0.232$]. Job Status comprises permanent or contractual academic staff. Moreover, the mean difference (see Appendix VIII) indicated that the mean score of permanent academic staff ($M = 76.140, SD = 10.883$) was significantly higher than contractual academic staff ($M = 73.855, SD = 9.484$). The findings illustrated that the permanent academic staff members were comparatively more satisfied with their jobs than contractual staff members. These findings were consistent with the Strydom study.⁵²⁸

There was a statistically significant effect of net monthly salary on job satisfaction at $P < 0.05$ level [$F(3, 296) = 5.278, P = 0.001$]. Furthermore, the mean differences (see Appendix VIII) meant that the mean score of the academic staff whose net monthly salary was Rs.90,001 or \$1047, and above ($M = 80.730, SD = 7.890$) was significantly higher than those who were earning Rs.60,001 to 90,000 or \$698 to \$1047 ($M = 76.985, SD = 9.957$), Rs.30,001 to 60,000 or \$349 to \$698 ($M = 74.063, SD = 10.831$) and less than Rs.30,000 or \$ 349 ($M = 73.412, SD = 10.557$) respectively. The findings showed that the level of job satisfaction of academic staff increases with the level of increase in net monthly salary. These results are supported by earlier studies including Warden and Sloane, and Ziwan and Leightley.

⁵²⁸A. Strydom, *The job satisfaction of academic staff members on fixed-term employment contracts at South African Higher Educational Institutions*, unpublished dissertation (PhD), University of the Free State Bloemfontein, (2011), p. 195.

Finally, there was no statistically significant effect of whether a university is considered public or private on job satisfaction at $P > 0.05$ level [$F(1, 298) = 2.257, P = 0.134$]. However, the results of mean differences (see Appendix VIII) illustrated that the mean score of academic staff of private sector universities ($M = 77.118, SD = 10.688$) was significantly higher than the academic staff of public sector universities ($M = 74.948, SD = 10.403$). The findings suggested that the academic staff of private sector universities were comparatively more satisfied with their jobs than the academicians of public sector universities. These findings are consistent with Bas and Ardic⁵²⁹ and Khalid Irshad and Mehmood.⁵³⁰

On the whole, the demographic characteristics of academic staff revealed mix results. Gender, qualifications, rank/designation and net monthly salary have a statistically significant impact on job satisfaction in Punjab, Pakistan. In contrast, age, teaching experience, job status and whether the university is considered public or private has no statistically significant impact on job satisfaction, although mean differences illustrated thought-provoking findings. The subsequent section presents general information about the level of job satisfaction among academic staff.

5.9 General information about level of job satisfaction among academic staff

The level of job satisfaction of academic staff was measured with the help of a key for ranking; 1 = strongly disagree, 2 = disagree, 3 = Neutral, 4 = agree and 5 strongly agree. For better understanding, value '1' was assigned to the academic staff who were dissatisfied and value '2' was assigned to neutral and value '3' was assigned to

⁵²⁹T. Bas and A. Ardic, "A comparison of job satisfaction between public and private university academicians in Turkey", *METU Studies in Development*, Volume 29, Issue 2, (2002), pp. 27-46.

⁵³⁰S. Khalid, M. Z. Irshad and B. Mehmood, "Job Satisfaction among Academic Staff: A Comparative Analysis between Public and Private Sector Universities of Punjab, Pakistan", *International Journal of Business and Management*, Volume 7, Number 1, (2012), pp. 126-136.

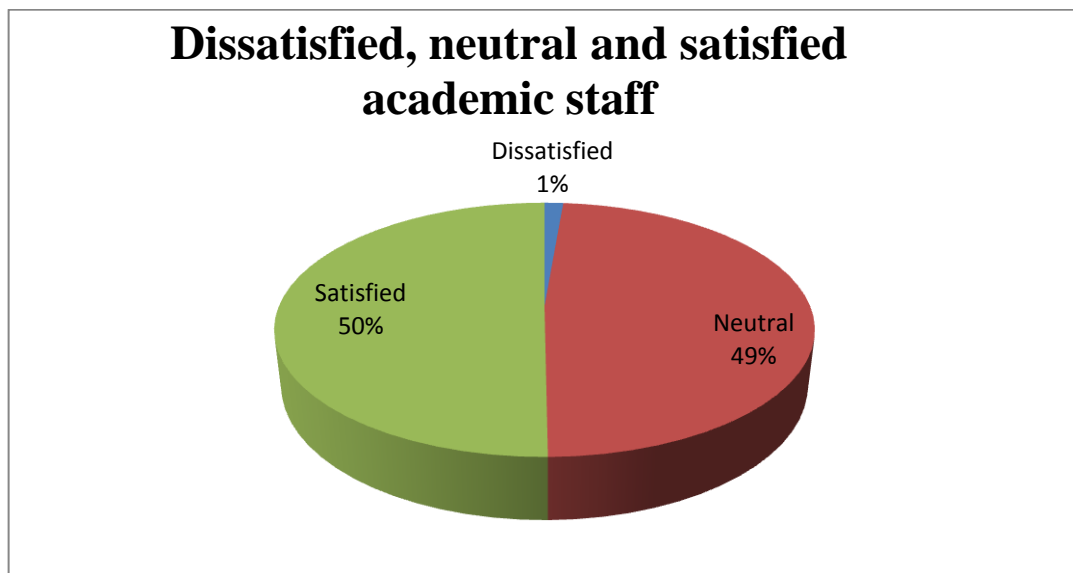
satisfied.⁵³¹ The following table 5.14 illustrates the results of the academic staff which were satisfied, dissatisfied and neutral with their jobs.

Table 5.14 Percentage of satisfied, dissatisfied and neutral academic staff

Level of Satisfaction	Frequency	Percent
Dissatisfied	4	1.3
Neutral	145	48.5
Satisfied	150	50.2
Total	299	100.0

Table 5.14 shows that approximately 1% academic staff was dissatisfied, 49% were neutral and the remaining 50% were satisfied with their jobs. A pictorial effect of level of satisfaction among academic staff is presented (see Figure 5.1).

Figure 5.2 Dissatisfied, neutral and satisfied academic staff



⁵³¹ There were a total of 21 questions in the job satisfaction questionnaire. For the calculation of numbers in minimum and maximum response we multiplied $21 \times 1 = 21$ and $21 \times 5 = 105$ respectively. Then we deducted 21 from 105 and obtained 84. We were interested in three categories, namely 'dissatisfied', 'neutral' and 'satisfied'. So we divided 84 by 3 and the result was 28. In this way, we found three ranges, range one that was considered *dissatisfied* from 21-49, range second that was considered *neutral* from 49-77 and range three treated as *satisfied* from 77-105. On the basis of this artificial scale we obtained three categories.

Academic staff comprised Lecturers, Assistant Professors, Associate Professors and Professors. Table 5.15 presents the segregation of levels of job satisfaction among academic staff according to their designation level.

Table 5.15 Level of satisfaction in respect of designations

Level of Satisfaction	Lecturers	Assistant Professors	Associate Professors	Professors	Total
Dissatisfied	2	2	0	0	4
% with in	1.16%	2.50%	0	0	1.34%
Neutral	95	39	8	3	145
% with in	55.24%	48.75%	33.33%	13.04%	48.49%
Satisfied	75	39	16	20	150
% with in	43.60%	48.75%	66.67%	86.96%	50.17%
Total	172	80	24	23	299

Table 5.15 illustrates that 150 academic staff were satisfied, which is approximately 50% of the total 299. Overall the Professors were more satisfied than Associate Professors, Assistant Professors and Lecturers. It could be a case of Professors those were more satisfied than the Lecturers because the Professors were earning more than the latter. The income may be one proxy for job satisfaction; there may be other proxies as well e.g. supervision, opportunities for promotion, co-workers relationships.

For better and quick understanding about level of job satisfaction in respect of designations (see Figure 5.3).

Figure 5.3 Dissatisfied, neutral and satisfied academic staff as per their designation level

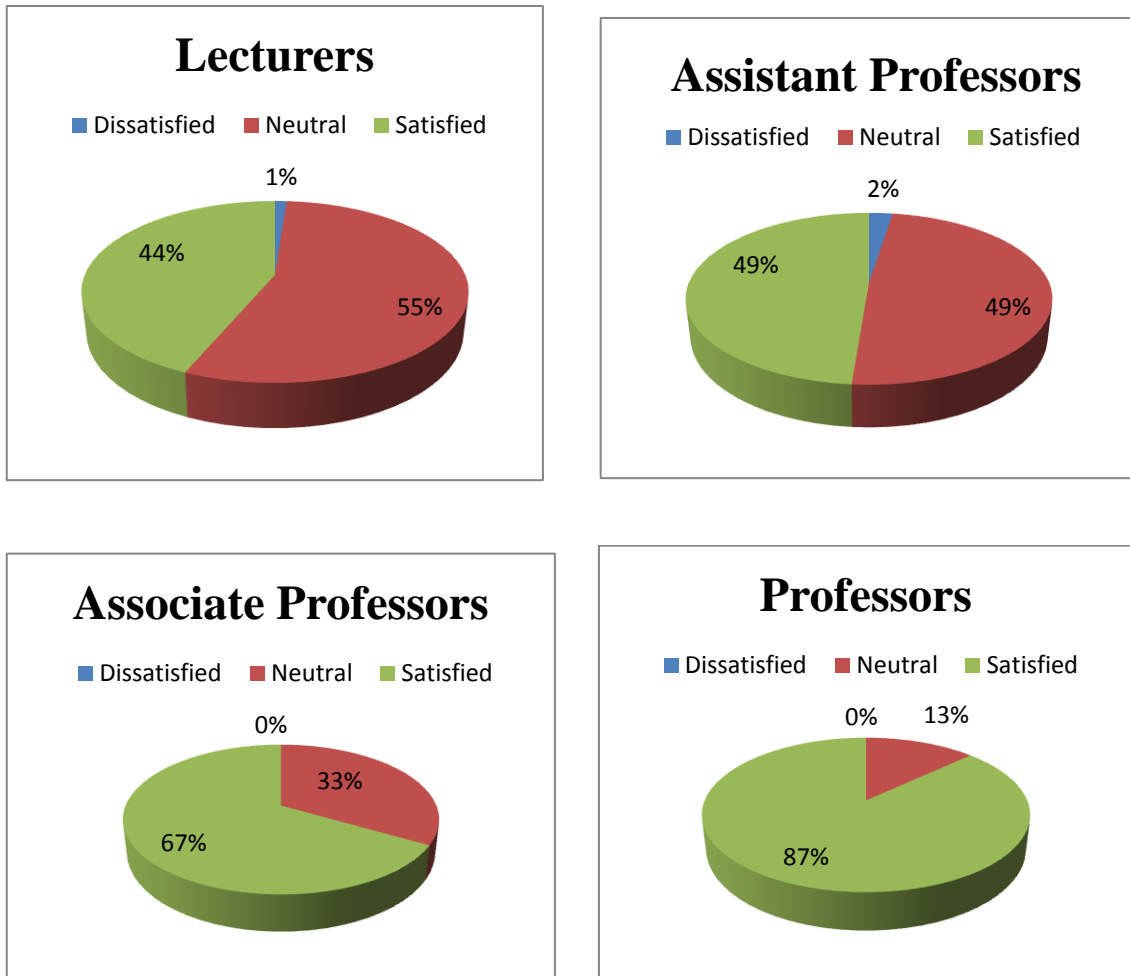


Figure 5.3 shows that approximately 1% of lecturers and 3% of assistant professors were dissatisfied with their jobs. Besides this, there was no evidence of dissatisfaction among associate professors and professors. It can be observed that approximately 52% of lecturers, 49% of assistant professors, 33% of associate professors and 13% of professors were neutral. Moreover, 44% of Lecturers, 49% of Assistant Professors, 67% of Associate Professors and 87% of Professors were satisfied overall with their jobs. Therefore, it may be concluded that Professors and Associate Professors were comparatively more satisfied with their jobs than Assistant Professors and Lecturers.

Table 5.16 below illustrates that a maximum of 33% Lecturers were dissatisfied in terms of the pay that they received and 79% were satisfied in terms of chance to do different things from time to time. Similar responses were received from Assistant professors; approximately 38% were dissatisfied in terms of pay and 81% were satisfied with the feeling of accomplishment I get from job. Moreover, 29% Associate professors were dissatisfied with opportunities for promotions and approximately 95% were satisfied with the amount of work that I do.

Finally, 26% of Professors were dissatisfied with the chance to be somebody in the community and 100% were satisfied with feelings of accomplishment I get from job. It may be concluded that a large number of Lecturers and Assistant Professors were not satisfied with their pay and Associate professors were not satisfied with opportunities for promotion, and finally professors were dissatisfied with the chance to be somebody in the community (see Table 5.16).

Table 5.16 General overview of academic staff on their level of agreement and disagreement within overall job satisfaction

Questions	Lecturers		Assistant Professors		Associate Professors		Professors		Neutral
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	
The chance to work alone on the job. M.F1	23.26	55.23	25.00	55.00	12.50	79.17	21.74	69.57	19.06
The chance to do different things from time to time. M.F2	9.88	79.07	12.50	72.50	0.00	91.67	8.70	73.91	12.37
The chance to be “somebody” in the community. M.F3	11.05	67.44	17.50	58.75	20.83	54.17	26.09	43.48	23.08
The way my boss handles his men. H.F1	15.12	62.21	27.50	57.50	12.50	62.50	13.04	65.22	20.74
The competence of my head of department in making decisions. H.F2	12.79	67.44	18.75	60.00	12.50	79.17	0.00	82.61	19.06
Being able to do things that do not go against my conscience. H.F3	18.02	56.40	11.25	65.00	4.17	91.67	4.35	86.96	22.07
The way my job provides me with steady employment. H.F4	12.21	62.21	18.75	60.00	8.33	70.83	13.04	73.91	23.08
The chance to do things for other academic staff. M.F4	12.21	66.86	12.50	62.50	0.00	75.00	4.35	78.26	22.07
The chance to tell other staff what to do having a supervisory role. M.F5	19.77	48.84	11.25	68.75	0.00	79.17	8.70	78.26	26.09
The chance to do something that makes use of my abilities. M.F6	10.47	79.65	7.50	76.25	0.00	91.67	0.00	91.30	11.37
The way that universities policies are put into practice. H.F5	31.40	43.60	35.00	37.50	16.67	58.33	17.39	60.87	25.42
The amount of pay that I receive. H.F.6	33.14	38.37	37.50	47.50	25.00	66.67	17.39	73.91	21.74
The amount of work that I do. M.F7	12.79	71.51	12.50	77.50	4.17	95.83	0.00	95.65	12.04
The chance for the opportunities of promotion in this job. M.F8	32.56	47.67	38.75	43.75	29.17	50.00	17.39	78.26	18.06
The freedom to use my own judgement. M.F9	27.91	48.26	20.00	57.50	16.67	62.50	4.35	95.65	21.40
The chance to try my own methods of doing the job. M.F10	20.93	58.72	17.50	68.75	12.50	70.83	0.00	91.30	17.39
The current working conditions. H.F.7	20.93	43.60	30.00	48.75	16.67	58.33	17.39	78.26	25.08
The way my co-workers get along with each other. H.F.8	12.21	64.53	18.75	55.00	8.33	66.67	13.04	69.57	23.75
The praise I get for doing a good job. M.F11	10.47	63.95	17.50	56.25	4.17	87.50	0.00	86.96	23.41
The feeling of accomplishment I get from the job. M.F12	6.98	67.44	7.50	81.25	0.00	83.33	0.00	100.00	19.06
Being able to keep busy all the time.M.F13	6.40	66.28	8.75	68.75	0.00	83.33	0.00	91.30	23.75

Note: MF = Motivator Factors and HF = Hygiene Factors. All values are in percentages of respective academic staff; Lecturers =172, Associate Professors = 80, Associate Professors = 24, and Professors =23.

Table 5.17 offers a snapshot of the hypotheses results of Spearman's rho Correlation.

Table 5.17 Snapshot of Hypotheses results

No.	Hypotheses	P-Value	Results
H1	Work Motivation is positively related to job satisfaction	**	Accepted
H2	Pay is positively related to job satisfaction	**	Accepted
H3	Opportunity for promotion is positively related to job satisfaction	**	Accepted
H4	Supervision is positively related to job satisfaction	**	Accepted
H5	Co-workers relationships positively related to job satisfaction	**	Accepted
H6	Job Satisfaction differs by gender.	*	Accepted
H7	Mean age and job satisfaction relationship is 'U' shaped		Accepted
H8	Qualification is positively related to job satisfaction	***	Accepted
H9	Teaching experience is positively related to job satisfaction.		Accepted
H10	Rank/Designation is positively related to job satisfaction.	***	Accepted
H11	Job Satisfaction differs by job status		Accepted
H12	Salary is positively related to job satisfaction	***	Accepted
H13	Pay is positively related to organizational commitment	**	Accepted
H14	Opportunity for promotion is positively related to organizational commitment	**	Accepted
H15	Supervision is positively related to organizational commitment	**	Accepted
H16	Co-workers relationships positively related to organizational commitment	**	Accepted
H17	Organizational commitment is positively related to job satisfaction	**	Accepted
H18	Organizational culture is positively related to job satisfaction.	**	Accepted
H19	Job satisfaction is negatively related to intention to leave.	**	Accepted

P< .10, *P<.05, **P<.01, ***P<.001

Having provided a snapshot of the results of the hypotheses, the following section describes the relationship between job satisfaction and academic staff output/performance.

5.10 Analysis of job satisfaction and academic staff output/performance

To address the research question 14,⁵³² an independent sample t-test was applied and its findings are presented in Table 5.18 below.

The F values of the academicians those were examining PhD theses, received teaching awards from their university and research funding is statistically significant (6.78, $p = 0.01 < 0.05$), (6.31, $p = 0.01 < 0.05$) and (4.47, $p = 0.04 < 0.05$) respectively. Thus, the findings of the t-test illustrate that there was a difference between the academic staff who were examining PhD theses and those who were not involved in such activities, the academic staff awarded a teaching award and those who were not and finally, the academicians who received less than one million rupee in funds for research and those who received less than two million, in terms of job satisfaction. The findings were consistent with Mamiseishvili and Rosser.⁵³³

Moreover, the F values are not statistically significant of the academic staff those were involved in publications, supervisions of Internship reports, MPhil and PhDs, got teaching trainings and wrote any book while the mean differences illustrated that the academicians those were involved in such activities were comparatively more satisfied with their jobs than their counterparts. Complete information about the results of independent sample T-Test is provided in Appendix XXI.

⁵³² 14. Is there a relationship between job satisfaction and academic staff out/performance?

⁵³³ K. Mamiseishvili and V. J. Rosser, "Examining the Relationship between Faculty Productivity and Job Satisfaction", *The journal of the Professioriate*, volume 5, Issue 2, (2011), pp. 100-132.

Table 5.18 job satisfaction of research active vs research non active academic staff

Questions	Zero	1 and above	F -Value	P-Value
In the last twelve months, how many papers have you published in National or International Journals?	74.47	76.94	0.008	0.93
In the last twelve months, how many papers have you published with sole authorship in National or International Journals?	74.86	77.19	3.07	0.08
In the last twelve months, how many papers have you refereed for national or international journals?	75.20	76.07	0.55	0.46
How many MPhil students you are currently supervising?	74.98	76.09	0.001	0.98
How many PhD students you are currently supervising?	74.61	80.16	1.46	0.23
In the last twelve months, how many MPhil theses have you examined?	75.40	75.07	0.294	0.59
In the last twelve months, how many PhD theses have you examined?	74.83	80.48	6.78	0.01*
In the last twelve months, how many Master or Honours Level internship reports have you supervised?	75.70	74.45	0.76	0.38
If yes, how many books have you written in the last five years?	74.72	79.66	0.83	0.36
In the last five years, have you been awarded any funds for research?	Yes	No		
	78.13	74.52	0.31	0.58
In the last twelve months, have you received any teacher training?	75.54	75.44	0.27	0.60
Have you received any teaching award from the university?	77.62	75.05	6.31	0.01*
Are you interested in writing books?	76.19	73.75	0.01	0.91
Do you have any National or International awards?	74.43	75.62	0.03	0.86
Have you been turned down by a Selection Board at your university?	74.30	75.77	0.53	0.47
Do you think your university is moving upward or downward, according to the overall performance within Pakistan?	upward	downward		
	77.85	64.04	3.38	0.07
If yes, how much funding for research have you been awarded (Currency in Pakistani Rs.).	Less than one Million	Less than two Million		
	76.41	79.79	4.47	0.04*

Note: * indicates $P < 0.05$ considered statistically significant, the first column shows questions; the second column shows the mean score of the academic staff who have zero involvement in research activities and the third column shows the mean score of academic staff who have been involved in research activities e.g. 1 and above publications etc.

In addition to the above-discussed closed questions, some open-ended questions were included to observe trends in publications, name of awards, trends in education towards a specific discipline, decision of selection boards and lastly, any comments which you would like to share. The following section deals with the responses to open-ended questions from the respondents. To see the research trend in universities, a question was asked - in which journal you published your best paper. The responses are presented in Table 5.19

Table 5.19 Publications in the best Journals

Responses of Academicians	Frequency	Percent
National Journals	55	18.4
International Journals	28	9.4
European Journal of Social Sciences	4	1.3
Interdisciplinary Journal of Cotemporary Research in Business	4	1.3
International Journal of Social Sciences	4	1.3
Journal of Business and Management	3	1.0
African Journal of biochemistry	1	0.3
Canadian Journal	1	0.3
Frontier of Agriculture in China	1	0.3
Journal of Behavioural Sciences	1	0.3
Journal of Marketing	1	0.3
Journal of Raman spectroscopy impact factor 3.5	1	0.3
Search journal Malaysia	1	0.3
None	202	67.6
Total	299	100.0

After analysing these responses, it may be concluded that the trend for research has increased in Pakistan, simultaneously moving from National to International Journals and few reported journals have a good reputation in their specific domain. These findings were consistent with the views of Hoodbhoy⁵³⁴ and an HEC official report.⁵³⁵

⁵³⁴P. Hoodbhoy, (2009), op. cit.

⁵³⁵HEC (2010), op. cit.

Besides that, another question was asked to learn the names of the awards received by academic staff at national and international level (see Table 5.18).

Table 5.20 Names of Awards

Responses of the respondents	Frequency	Percent
Gold Medal in pre-engineering	7	2.3
HEC Foreign scholarship for Ph.D.	5	1.7
Short period Fulbright scholarship	3	1.0
Star teacher award	3	1.0
Masoos Khadar Posh Award	2	0.7
Research and Productivity award from PCST and AVTT Senior fellowship Pap	1	0.3
Best young teacher	1	0.3
Niaz Fateh Puri Award 2003	1	0.3
Chughtai award	1	0.3
French embassy post doc award, France FUNDP, Post doc award, Belgium	1	0.3
Best soil scientist award	1	0.3
Star and Fatima Jinnah award	1	0.3
Gonel Keth award	1	0.3
Erasmus Mundus scholarship	1	0.3
Award of international Humanities	1	0.3
HEC grant to present paper in international conferences	1	0.3
DAAD best foreign student	1	0.3
British council award	1	0.3
Commonwealth arts and crafts award 2007	1	0.3
Talent Award, merit scholarship and 2nd position in Punjab in M.A	1	0.3
Subject specialist from HEC	1	0.3
Nomination to U.S and Canadian standard development committee on optical components	1	0.3
None	262	87.6
Total	299	100.0

The main purpose of this question was to check the contribution of academic staff at national and intentional level. It is worthwhile discussing here again the academic staff

members that were awarded comparatively less satisfied with their jobs than their counterparts (see Table 5.20). Moreover, another question was asked to discover which subject received the greatest number of applications at your university in the last year e.g. Economics, Maths, Botany, Business Administration and why (see Table 5.21).

Table 5.21 Subject that received the greatest number of applications

Name of Subjects	Frequency	Percent
Business Administration due to demand or trend	81	27.1
Engineering	23	7.7
Economics	12	4.0
Computer Sciences	11	3.7
Agriculture	8	2.7
Mathematics	6	2.0
Physics, Chemistry and Biology	5	1.7
MBBS	5	1.7
Pharmacy	4	1.3
Biotechnology	3	1.0
Education and English	3	1.0
Textile Engineering	2	0.7
Mass Communication	2	0.7
Mathematics	1	0.3
Fine Arts	1	0.3
Physiotherapy	1	0.3
Animal Reproduction	1	0.3
English	1	0.3
Law	1	0.3
Do not Know	128	42.8
Total	299	100.0

The academic staff replied that approximately 22 different subjects were requested, and the most frequently reply was Business Administration, due to the market demand. Dr. Ishrat Hussain, the former Governor of the State Bank of Pakistan and currently Director of the Institute of Business Administration in Karachi, pointed out the rapid

growth of business graduates took place after 9/11,⁵³⁶ as foreign business graduates were reluctant to work in the local job market, which increased the demand for local business graduates. Moreover, Pakistan has become a semi-industrialized economy which means the demand for such graduates has also increased.⁵³⁷ An essential question that illustrated the integrity of the selection board of the universities was asked - would you like to share the decisions made by the Selection Board? (see Table 5.22).

Table 5.22 Responses against the decision of selection boards

Responses	Frequency	Percent
Yes I was selected on merit	27	9.0
Selection was on merit	14	4.7
Biased Decision	4	1.3
They did not call me for joining	3	1.0
Not Applicable	251	83.9
Total	299	100.0

Table 5.22 illustrated that apart from ‘not applicable’, the maximum academic staff members replied that selection was on merit. This is a healthy sign for the universities’ administration and the candidates who applied at universities in various capacities. Lastly, a question was addressed to observe - would you like to share any other comment?. It has been presented in Table 5.23 that 212 academicians did not reply to this question and, among the remaining academics, the most frequent reply was that selection boards were not frequently held. In addition, 14 academicians replied that this is a good university to work in and 12 academic staff replied as good research question.

⁵³⁶F. Bukhari, “Pakistan’s local graduates are stepping up”, [online], 16th Feb., Available from: <http://www.ft.com>, (2014), [Accessed 13/5/2014].

⁵³⁷M. Lukman, “Pakistan Foresees a Better Future”, *South Asian Financial Market Review*, (2010), p. 78.

Table 5.23 Respondent's Comments

Respondent's comments	Frequency	Percent
Selection board not conducted frequently	22	7.4
Good University to work in	14	4.7
Good Research Questionnaire	12	4.0
I am not satisfied with administration	8	2.7
Best Luck for your research	7	2.3
Focus on Human Resources because they are assets in the universities	7	2.3
Be cooperative to your employees	6	2.0
Organizational Politics and Favouritism will destroy the Pakistani Universities	5	1.7
I am very satisfied with my current job	5	1.7
Medical college should be a separate entity from university	1	0.3
Not Applicable	212	70.9
Total	299	100.0

On the basis of the above responses to closed and open-ended questions, it may be suggested that there is a dire need for a research-based environment at universities and the academicians with PhD's must be brought in. On the one hand, it is an alarming situation that the majority of the academics were not involved in research activities. On the other hand, those involved in research activities were comparatively more satisfied than their counterparts. Moreover, the research trend has been started in the universities but its pace may be accelerated; overall universities are moving upward and selection process is also quite transparent. These indicators are healthy signs for the academicians and the universities. In addition, there is also a need to expedite the selection process of academic staff at universities.

5.11 Summary

This chapter has outlined the characteristics of demographics and samples of academic staff, as well as how the reliability of the long and short versions of individual questionnaires proved the threshold level of acceptance. Moreover, the ANOVA findings illustrated that demographic characteristics revealed mixed results on job satisfaction. It may be concluded that gender, age, qualification, teaching experience, rank/designation and monthly salary play a vital role with regard to job satisfaction of academic staff members in the universities of Punjab, Pakistan. Furthermore, the findings of Spearman's rho correlation illustrated that pay opportunities for promotion, supervision and relationship with co-workers positively correlated with job satisfaction and organizational commitment as well. A significant positive correlation and partial correlation were found between organizational commitment, organizational culture and work motivation with job satisfaction. The findings of Spearman's correlation suggested a negative correlation between job satisfaction and intention to leave.

Moreover, the findings of the independent sample t-test indicate that the mean score of the academic staff involved in research activities was significantly different to those who were not involved in such activities, in terms of job satisfaction. In addition to the CFA, SEM and measurement model, reliability and validity has also been calculated and illustrate that the statistics and goodness of fit indices were statistically significant. The findings of the CFA and SEM show that the measurement model was good fit. The following chapter reviews policy implications.

CHAPTER 6

POLICY IMPLICATIONS

6.1 Introduction

This chapter endeavors to develop policy implications arising from the results of our study into the impact on job satisfaction of demographic characteristics, academic staff performance along with the antecedents and consequences of job satisfaction. The chapter is structured as follows: Section 6.2 provides the policy implications from the results of Confirmatory Factor Analysis (CFA) and Structural Equation Modelling (SEM). Section 6.3 provides us with policy proposals within the framework of Herzberg's theory and Meyer and Allen's Model with job satisfaction utilizing Spearman's rho correlation. Besides this, it also looks at those implications arising from the analysis of the antecedents and consequences of job satisfaction. Section 6.4 describes policy implications with reference to demographic characteristics emerging from the use of variance analysis, Section 6.5 examines the findings of the Independent sample T-Test and finally, Section 6.6 then offers a summary of the entire chapter.

6.2 Policy implications on the findings of CFA and SEM for Herzberg Theory

Our results suggest that there is a weak, negative correlation between work motivation and hygiene factors. Moreover, the findings also suggest that there is a weak, positive correlation between work motivation and motivator factors. It has been reviewed in the literature that the motivator factors are the determinants of motivation and satisfaction of the academic staff and on the other hand hygiene factors do not motivate the academicians. In the view of Luthans the hygiene factors prevent the job dissatisfaction

at the work place. Therefore, it is suggested that HEIs should give special consideration to these facets of motivator factors ‘use my own judgement’, ‘own methods of doing the job’, ‘praise for doing a good job’, ‘opportunities for promotion’, ‘do something that makes use of my abilities’ and ‘feelings of accomplishment’. At the same time these facets of hygiene factors may not be ignored ‘current working conditions’, ‘universities policies put into action’, ‘the way the boss handles his people’, ‘being able to do things’, ‘competence in my head’, ‘job provides steady employment’, ‘the amount of pay’ and ‘relationship with co-workers’ due to dealing with prevention of dissatisfaction in the job. So, it may be concluded that HEIs should treat both factors of Herzberg’s theory separately because both are essential for job satisfaction; one motivates academic staff and the other prevents dissatisfaction in the job.

The findings of SEM suggest that there is also a very strong, positive relationship between performance orientations with hygiene factors. Furthermore, there was a moderate, positive relationship between competitiveness and supportiveness with motivator factors. Thus HEIs should concentrate on performance orientations, competitiveness and supportiveness because these dimensions have a more significance than other dimensions of organizational culture.

In our study, it was found that there is a moderate, positive relationship between affective commitment and motivator factors. The affective commitment deals with emotions and feelings of academic staff and motivator factors motivate the academicians. Hence it can be recommended that HEIs should address the emotions and feelings of academicians for the sake of their motivation.

The findings of the present study suggested that there was a moderate, negative relationship between hygiene factors and intention to leave. Literature suggests Hygiene

factors prevent job dissatisfaction and motivator factors motive the employee. The negative relationship between motivator factor and intention to leave has not proved. It is therefore recommended that HEIs should address hygiene factors, so academic staff may be retained instead of quitting their jobs.

6.3 Policy implications on the findings of Spearman's correlation

6.3.1 Herzberg's Two-Factor Theory

The Herzberg's Theory relies on Motivator and Hygiene factors - let us observe and discuss its impact on job satisfaction with reference to policy implications.

Herzberg et al., Hanif and Kamal, Khalid, Malik and Shaheen, Malik et al., Nawab and Bhatti, Okpara, Raabe and Beehr, Sharma and Jyoti, Ssesanga and Garrette, Santhapparaj, and Alam & Taylor suggested motivator and hygiene factors positively correlated with job satisfaction. Our findings are consistent with these studies and suggest that there is a strong, positive correlation between motivator and hygiene factors with job satisfaction.

6.3.1.1 Pay

The findings of the current study are consistent with the literature and suggest that there is a moderate, positive correlation between pay and job satisfaction. Pay is treated as an intrinsic hygiene factor of job satisfaction in Herzberg's model. As far as designations of academic staff were concerned, professors were more satisfied than lecturers with pay, due to receiving pecuniary and non-pecuniary benefits. The most recent notification (see Appendix XXV), received from one of the largest and oldest universities of Pakistan, regarding remuneration of supervisors and evaluators of Masters, MPhil and PhD theses shows that the departmental chairman, internal

examiners and external examiners receive a remuneration of (Rs.1,500 or \$15.31), (Rs.3,000 or \$30.62) and (Rs.1,500 or \$15.31) respectively for Masters' theses.

As far as MPhil theses are concerned, the departmental chairman and the internal and external examiners are paid (Rs.2,000 or \$20.42), (Rs.5,000 or \$51.04) and (Rs.2,000 or \$20.42) respectively. PhD theses supervisors and local and foreign reviewers are paid (Rs.100,000 or \$1,020.80), (Rs. 3,000 or \$30.62) and (Rs. 29,389 or \$300) respectively.⁵³⁸ In addition, they have to teach additional 'paid classes'⁵³⁹ to increase their income because the salary structure in Pakistan, as outlined in Chapter 1, is insufficient to meet socio-economic needs. The gap in the salary range between lecturers and professors should be revised. Also, the Pakistani government, HEC and HEIs will have to review pecuniary inducements in terms of research activities along with the existing scales and allowances in order to encourage participation by academic staff.

6.3.1.2 Opportunities for promotion

The findings of the Spearman's correlation are in accordance with the literature and suggest that there is a moderate, positive correlation between opportunities for promotion and job satisfaction. An opportunity for promotion is one facet identified as a extrinsic motivator factor. It may be observed in the responses to our open-ended question that for every faculty member promotion is made through a general process involving advertisement of the post and a selection board. This is a lengthy process with regard to time and cost. Therefore, the whole procedure should be reviewed and replaced with a well-thought out, transparent, unbiased and continuous process under the supervision of a selection panel within a pre-defined service structure. This

⁵³⁸ US \$ 1 = Rs. 97.962, [online], Available from: <http://fx-rate.net/USD/PKR/>, [Accessed 13/3/2014].

⁵³⁹ Paid classes means, these lectures will be paid to academic staff separately from salary.

approach could reduce stress among academic staff owing to improved promotion prospects and thus increased job satisfaction levels.

While the overall selection process is ostensibly merit based it was pointed out in our open-ended questions that there were certain flaws in the process regarding selection boards not being conducted frequently. Selection boards are believed to be failing to cater for the needs of the academic staff and are scheduled haphazardly. Certain promotion cases linger on due to a lack of interest by the authorities. The selection boards of universities should be held regularly to meet the existing needs of the departments, giving special consideration to the established contractual academic staff, with clear eligibility criteria. It is also suggested that a Human Resources Department should run the selection process instead of the often overburdened Registrar's Office. The Head of the Human Resources Department should be made responsible for the arrangement of meetings with the Heads of Departments on a regular basis to assess the needs of the academic staff and carry out the selection process on agreed schedules. The Head of the Human Resources Department should be made responsible for advertising the assessed jobs and supervision of the recruitment process, including short listing of eligible candidates and the design of written tests for various posts. Furthermore this department should be responsible for making contact with members of the selection board to regularize and hold the selection process. The HR department should not only focus on already approved recruitment and selection processes but also seek to suggest further improvements in existing processes.

6.3.1.3 Supervision

The findings of this current study suggest that there is a moderate, positive relationship between supervision and job satisfaction. This supervision is treated as an intrinsic

hygiene factor of Herzberg's two-factor theory. Therefore, it may be suggested that the Head of Department (HOD) should act as a mentor and a beacon of inspiration for younger staff and follow them as their academic career progresses. In addition, the HOD should give consideration to proper communications to all academic staff of departmental policies and priorities.

6.3.1.4 Relationships between Co-workers

While supervision is understood as intrinsic hygiene factor, co-workers relationship is theorised as also intrinsic hygiene factor of job satisfaction. Hawthorn,⁵⁴⁰ Taylor,⁵⁴¹ Ahmad et al.⁵⁴² Okpara,⁵⁴³ and Raabe and Beehr⁵⁴⁴ suggested that relationships between co-workers have a positive correlation with job satisfaction. This study qualifies this conclusion suggesting that there is a weak but positive correlation between co-workers relationships and job satisfaction. Thus it is suggested that formal and informal meetings of academic staff should be regularly arranged to discuss departmental matters in order to promote a sense of affiliation among academic staff.

Moreover, it is suggested that the strength of relationship of motivator factors is comparatively stronger than Hygiene factors with job satisfaction. The current study analysed the individual extrinsic motivator factors and suggested that 'use my own judgement', 'own methods of doing the job', 'praise for doing a good job',

⁵⁴⁰ Hawthorn, "Management Yesterday and Today", in Robbins, S. P. and Coulter M., *Management*, Eight Edition, (Agha Jee, Printers Islamabad, 2007), p. 63.

⁵⁴¹ Taylor, F. W., *The Principles of Scientific Management*, (Harper and Brothers Publishers, New York, 1911), pp. 9-10.

⁵⁴² I. Ahmad, M. M. Nawaz, N. Iqbal, I. Ali, Z. Shaukat, and A. Usman, "Effects of Motivational Factors on Employees Job Satisfaction a Case Study of University of the Punjab, Pakistan", *International Journal of Business and Management*, Volume 5, Number 3, (2010), 70-80.

⁵⁴³ O. J. Okpara, "Job Satisfaction and organizational commitment, Are there differences between American and Nigerian Managers Employed in US MNCs in Nigeria"? *Presented at the Academy of Business & Administrative Sciences*, June 12-14, (2004).

⁵⁴⁴ B. Raabe and T. A. Beehr, "Formal mentoring versus supervisor and co-worker relationships, differences in perceptions and impact", *Journal of Organizational Behaviour* Volume 24, Issue 3, (2003), 271-293.

‘opportunities for promotion’, ‘do something that makes use of my abilities’ and ‘feelings of accomplishment’ presented a statistically significant positive relationship with job satisfaction. Job satisfaction among academic staff may also be enhanced by focusing upon these extrinsic motivator factors. Our findings are a theoretical contribution reinforcing Herzberg’s two-factor theory in the context of HEIs.

Likewise, this study analysed the intrinsic hygiene factors and suggested that ‘current working conditions’, ‘universities policies put into action’, ‘the way the boss handles his people’, ‘being able to do things’, ‘competence in my head’, ‘job provides steady employment’, ‘the amount of pay’ and ‘relationship with co-workers’ presented a significant positive relationship with job satisfaction. Furthermore, HEC and HEIs may raise the level of job satisfaction of academic staff through focusing upon intrinsic hygiene factors of Herzberg. This insight provides a valuable addition to Herzberg’s theory in the context of higher educations. Thus, it is strongly recommended that the facets of motivator and hygiene factors should be considered by HEIs when considering job satisfaction.

6.3.2 Meyer and Allen’s model of Affective Commitment

Affective commitment is one of the components of Meyer and Allen’s model of organizational commitment. The individual facets of affective commitment have been analysed with job satisfaction and our findings suggested that ‘the university inspires me’, ‘consider this university over others’, ‘best university to work in’, ‘proud to be a part of this university’, ‘my values and the University’s are very similar’, ‘care about the fate of university’, ‘putting in a great deal of effort’ and ‘accept any type of job’ presented a significant positive correlation with job satisfaction. Therefore it is essential for HEIs to understand the significance of the facets of affective commitment at

universities because it is an integral part of overall organizational commitment. Although the organizational commitment is a broader concept affective commitment has a great significance when compared to other components of organizational commitment. The following section offers policy implications on the findings of the independent sample t-test.

6.3.3 Antecedents and consequences of job satisfaction

The following section describes the findings of Spearman's rho correlation on the antecedents and consequences of job satisfaction. Organizational commitment, organizational culture and work motivation are treated in our model as antecedents and the intention to leave as consequence of low levels of job satisfaction.

Our results suggest that organizational commitment has a strongly positive relationship with job satisfaction. Therefore, it may be suggested that HEIs should adopt proactive strategies rather than counter-measures to address the concern of organizational commitment among academic staff. The establishment of employee's commitment towards university is time taking process so it needs continuance support by HEIs officials.

Again our results suggest that there is a strong, positive correlation between organizational culture and job satisfaction. Organizational culture of universities measured each of the seven dimensions identified by O'Reilly (competitiveness, social responsibility, supportiveness, innovation, emphasis on rewards, performance orientation and stability). All these dimensions contributed positively towards organizational culture. As far as university culture is concerned, it revolves around academic staff, students and administration. In this study, we were mainly concerned with how organizational culture shapes the behaviour of academic staff (the

organizational culture perspective) as discussed in Chapter 3. Universities are expected to both create and impart knowledge; while there is evidence that Pakistan has made reasonable progress in the expansion of higher education (see Chapter 1) there is still a strong need for efficacious endeavour in the promotion of research activity.

Our study suggests that there is a weak but positive relationship between work motivation and job satisfaction. The relationship is weak but the provision of a flexible working schedule is a necessity for staff members as they have to undertake research, to aid promotion, with teaching nine hours in the week.⁵⁴⁵

The findings of this study suggest that there is a weak, negative correlation between job satisfaction and intention to leave. Therefore it is recommended that effective measures should be adopted to address the concerns of lower levels of job satisfaction. Reducing turnover of academic staff in universities could boost the quality and standard of education within universities. It is therefore indispensable that a proactive approach is developed which minimises the factors that encourage an intention to leave. It has been observed and discussed that retention of human assets is better than new recruitment at universities as it costs a great deal of time and resources. Thus, it is better to retain existing academic staff, merely focusing on their level of job satisfaction so that they need not intend to leave their employment.

6.4 Demographic characteristics and job satisfaction

This section observes the policy implications on the findings of the ANOVA analysis reported in Table 5.13 as follows:

⁵⁴⁵ Nine and six hours in a week are the work load of Lecturers and Professors respectively.

Female academic staff members are less satisfied with their jobs than their male counterparts. Thus, it is suggested that HEI officials should consider the necessity of equality-based policy to counter-act discrimination in the workforce.

Qualifications have a positive effect on job satisfaction suggesting that the administration of universities and HEC should encourage the academic staff members to attain higher education from local as well as foreign universities. The HEC's support for scholarships both domestically and internationally is supported by these results. However, there is a condition within universities that academics are required to have three-year service before qualifying for study leave with pay benefits.⁵⁴⁶ This restriction should be waived in order to increase the interest of academic staff and consequently accelerate the increase in academic standards of staff within universities.

Teaching experience has no impact on job satisfaction. This result is inconsistent with the literature. Furthermore, the mean differences (see Appendix VIII) illustrates that more experienced academic staff members are comparatively more satisfied with their job than those who were less experienced. Experience brings more responsibility and authority along with other linked benefits. HEIs should address this issue by developing additional support to address the lower levels of job satisfaction experienced by less experienced academic staff members. By developing a greater awareness of the professionalism of less experienced staff these lower levels of reported job satisfaction may be addressed.

Rank/designation is suggested to have a positive effect on job satisfaction. These findings of the current study were consistent with earlier studies. Senior members of academic staff participation in different decision-making committees increases their

⁵⁴⁶University of the Punjab, Pakistan, *University employees*, Printing Press; University of the Punjab, Lahore, Pakistan, Part Five, (2013), 476.

intrinsic and extrinsic rewards, consequently enhance their levels of job satisfaction. It is therefore suggested that younger academic staff should be considered as optional members in such committees to enhance their exposure as well as offer a sense of affiliation with the universities.

Permanent academic staff are shown to enjoy job security, after retirement benefits and annual increments compared to contractual academic staff members who are deprived of such benefits. Our mean differences (see Appendix VIII) also illustrated that permanent academicians were comparatively more satisfied with their jobs than contractual academic staff. Therefore, it is suggested that contractual members of staff should be regularized through a transparent, merit-based and judicious process in order to raise their job satisfaction levels.

6.5 Policy Implications on the findings of the independent sample t-test

Academic staff who were involved in examining of PhD theses, awarded prize or funds for research were found to have a significant impact on job satisfaction. Our findings suggest that those academic staff who examined PhD theses were comparatively more satisfied than their counterparts. Out of 299 academic staff members, 270 did not examine any PhD theses in the last twelve months. Therefore, it is strongly suggested that HEIs should encourage the academicians to examine PhDs if possible, enhancing the exposure of academic staff and, at the same time, pecuniary benefits can also be obtained.

The findings of our study showed that the academic staff who were awarded for their efforts by their universities were comparatively more satisfied than their counterparts. Universities should continue to provide teaching awards for their academic staff as this creates healthy motivation among academic staff. The HEC could reintroduce its Best

Teacher Awards. In several Pakistani universities teaching awards are annually awarded to academic staff but it is suggested that this practice should be carried out at the end of every semester. The list of teaching awards winners may also be mentioned in the University prospectus or displayed on official university websites to motivate academic staff for further achievements in the future.

The results of the current study suggest that the academic staff who are awarded more funds for research were comparatively more satisfied than those who were awarded less funds. Therefore, it is suggested that a considerable amount should be allocated for research activities at universities which will not only promote higher education but will also motivate academic staff to utilize research funds for the purpose of paper publication fees, travel grants for national and international conferences and research incentives awards.⁵⁴⁷

Besides this, Rather surprisingly our study's results show that whether a university is considered as public or private has no impact on job satisfaction. However, the findings of mean difference (see Appendix VIII) do illustrate that academic staff of private sector universities were comparatively more satisfied with their jobs than the academic staff of the studied public sector universities. Although public sector universities provide better job security than private sector universities in Pakistan, there is a need to consider various concerns including salary, supervision, relationship with colleagues, opportunities for promotion, working conditions, organizational commitment, work motivation and overall organizational culture etc. Public sector HEIs will continue to lose well qualified academic staff to the private sector if the factors that contribute to lower levels of job satisfaction among academic staff of public sector universities are not addressed.

⁵⁴⁷This practice is only followed by a few universities which have a large infrastructure and budget.

6.6 Summary

On the basis of the above findings of the CFA and SEM, it may be concluded that these results play a pivotal role in our understanding of job satisfaction. The existing literature has reviewed the complexity of the concepts laying behind job satisfaction but has hitherto been unable to quantify their dimensions.

The policy implications discussed in this chapter were in reference to six aspects - the first aspect described the findings of CFA and SEM and suggests that HEIs should concentrate on performance orientations, competitiveness and supportiveness because these dimensions of organizational culture are more important than the full seven dimensions. The significance of hygiene factors has been increased due to negatively association with an intention to leave. Moreover, HEIs should therefore focus on affective commitment instead of organizational commitment.

Second aspect showed that the policy implications addressed Herzberg's two-factor theory. Both motivator and hygiene factors were shown to be positively correlated with job satisfaction. Overall motivator factors strongly correlated with job satisfaction. We have seen that motivator factors encourage job satisfaction among academic staff, while hygiene factors prevent dissatisfaction with work. So, it is essential to pay proper attention to both motivator and hygiene factors in the context of HEIs in the Punjab, Pakistan.

The third aspect showed how the Meyer and Allen's Affective Commitment was positively correlated with job satisfaction. Therefore, it was proposed that each facet of affective commitment needs to be considered because affective commitment contributes to overall organizational commitment. Our study has shown that both organizational commitment and job satisfaction are positively correlated with each other.

The fourth set of policy implications focused upon the antecedents and consequences of job satisfaction. It has been shown that there is a positive relationship of job satisfaction with antecedent and negative relationship with intention to leave. The attachment of an academic staff member with the university guides him/her towards job satisfaction and he/she will have less intention to leave the university. If he/she stays in the university, it will be beneficial both for the academic staff as well as for the university. The significance of an organizational culture may not be ignored because it shapes the behaviour of the academic staff in the university. Besides that, it persuades him/her to stay in the university. As far as work motivation was concerned, there may be a balance between the teaching load and research activities and this will enhance work motivation. If the academic staff have a higher level of job satisfaction this will lead to a lower intention to leave.

The fifth set showed the demographic characteristics in the following ways: firstly, there is a direct requirement to address the issue of lower levels of job satisfaction among female academic staff members. Secondly, the condition of three years of service should be waived for the better interest of the academic staff and consequently for the uplift of academic standards of universities. Thirdly, the less experienced academic staff may be provided with intrinsic and extrinsic rewards to boost their lower levels of job satisfaction. Fourthly, as far as rank/designation of junior fellows are concerned, they may be opted into various committees to feel a sense of affiliation with their university and their feelings of job satisfaction may be enhanced. Another step is that contractual academic staff may be regularized while the salary structure should be revised according to the prevailing inflation in Pakistan; the gap between the salary structure of lecturers and professors may also be narrowed down. Finally, while public sector universities provide better job security compared to private sector universities the

academic staff members of private sector universities were comparatively more satisfied.

Finally, the sixth aspect explained job satisfaction and academic staff output/performance. Our study suggests that those academic staff who were involved in research activities were comparatively more satisfied than those who were not involved in such activities. Therefore, it is recommended that there is a need for research-based environment at universities and this may start with the induction of academic staff studying for PhDs.

The survey method provided useful information about a large number of academic staff that was missing in the previous literature, particularly with reference to HEIs in Pakistan. It is essentially in the interest of any country to measure the level of job satisfaction of nation builders (academic staff). The suggested policy implications provide guidelines to the Ministry of Education, HEC of Pakistan and Vice-Chancellors and Rectors in the best interest of those authorities. Having presented the policy implications, the subsequent chapter turns to the conclusion of the thesis.

CHAPTER 7

CONCLUSIONS

7.1 Introduction

This study has sought to evidence the factors contributing to job satisfaction in higher education within the Punjab region of Pakistan. In doing so the study seeks to contribute to our understanding the importance of higher education to development within Pakistan more generally.

This chapter reviews the key findings of the study; it reports the conclusions with reference to the antecedents and consequence of job satisfaction among academic staff of universities in Punjab, Pakistan. The Labor Process Theory in the views of Braverman, Hawthorn, Marx, Taylor, and Thompson were reviewed and provided a number of useful insights in the development of the current study. In addition, the broader concept of Well-Being has become significant due to the requirement to deal with the quality of life. It was observed that by studying the work of Blanchflower, Oswald and others who developed recommendations for Well-Being at work. The concept of job satisfaction is one aspect of overall Well-Being and is of key significance in our study. Its significance has been explored by reviewing the work of Herzberg and several others as discussed in Chapter 2.

Up to now, relatively few studies have looked at this in relation to Pakistan. Small sample numbers and a lack of a theoretical relationship between the facets of job satisfaction, organizational commitment and intention to leave has been a common feature of the existing research to which this study has sought to address. Existing studies have not gone beyond descriptive statistics and correlational analysis. While

sizeable studies are available in developed countries, for the most part giving consideration to one or two variables, even here no study has comprehensively addressed our aims and objectives. This study therefore contributes an important advance in the literature in the academic field. Our research applied a survey methodology to get responses from 299 academic staff of the studied population. The primary aim of the study was to identify the antecedents and consequences of job satisfactions.

The thesis is made up of seven chapters. Chapter 1 provided a brief contextual background of the political and economic progress in the country. In particular, it defined the development of education in the national context of Pakistan. Moreover, it examined the institutional context leading to the formation of Higher Education Commission (HEC) of Pakistan and reviewed its role in the faculty development of universities. In addition to, it also provided an examination of difficulties facing HEC and linkages to the current study. Chapter 2 examined our understanding of work and the social organisation of employment within the critical literatures on Labour Process Theory, Well-Being and Motivation in order to compare and contrast them with the literature from a Human Resource Management perspective. In particular, a special focus remained on motivation theories, facets of job satisfaction and demographic characteristics in terms of job satisfaction.

Chapter 3 looked for ways to identify how job satisfaction could be quantified using organizational commitment, organizational culture, and intention to leave. To develop a series of hypotheses for testing the key findings of the literature were reviewed and synthesized. Again it was noted that a sizeable body of literature is available for developed countries while very little work has been undertaken in the context of Higher

Education Institutions (HEIs) in developing countries like Pakistan. Thus, this chapter provided additional insights into the theoretical development of antecedents and consequences of job satisfaction in the context of Pakistani HEIs.

Chapter 4 described in detail the methods used in the current study. The Methods chapter comprised three sections; the first section identified the process of the construction of a questionnaire, the second section explained the process used for the preparation of the population and the sampling design. Finally, the third section concentrated on the statistical techniques to be applied to test a series of hypotheses. Chapter 5 provided the data analysis and interpretations of the results. The central focus of this chapter remained on reliability of the overall questionnaire, job satisfaction and demographical characteristics. Spearman's rho correlation was run to determine the relationship between Herzberg's two-factor theory and affective commitment of Meyer and Allen's model with job satisfaction. It also examined differences in the results between academic staff who were research active and those that were non-research active. Finally, the last section offered the analysis of measurement model with the help of Confirmatory Factor Analysis (CFA), Structural Equation Modelling (SEM) and Measurement Model Reliability and validity.

Chapter 6 included the policy implications deriving from the evidence of the study based on the findings of ANOVA, Spearman's rho correlation, independent sample t-test, CFA and SEM. Finally Chapter 7 provides identifies this studies contribution to knowledge, explores its limitations and provides some indication to where future research might develop.

The remainder of the chapter is organized as follows: Section 7.2 discusses the main findings of the current study while Section 7.3 explains the three intertwined areas of

contribution to knowledge; theory, application, and method. Section 7.4 examines the limitations of the study and, finally, section 7.5 provides potential ideas for future research directions of study.

7.2 Main Findings of the Study

The main aims of the current study are based on research hypotheses established after reviewing the literature: Specifically these were;

- a) to ascertain the reliability of the overall questionnaire and its dimensions;
- b) to discover the relationship between organizational commitment, organizational culture, work motivation, intention to leave with job satisfaction;
- c) to determine the relationship between Herzberg's two-factor theory, Meyers and Allen's affective commitment with job satisfaction;
- d) to investigate the relationship between the facets of job satisfaction with job satisfaction and organizational commitment;
- e) to ascertain whether the relationship between demographic characteristics with job satisfaction; and finally
- f) to ascertain the relationship between job satisfaction and academic staff output/performance.

The findings revealed that the reliability of the overall questionnaire and each dimension were above the acceptable range supported by the existing literature.

Second, organizational commitment, organizational culture and work motivation positively correlated with job satisfaction, as supported by Busch et al.,⁵⁴⁸ Chughtai and

⁵⁴⁸T. Busch et al., "Disciplinary differences in job satisfaction, self-efficacy, goal commitment and organizational commitment among faculty employees in Norwegian colleges, An empirical assessment of indicators of performance", *Quality in Higher Education*, Volume 4, Number 2, (1998), pp. 137-157.

Zafar,⁵⁴⁹ Malik et al.,⁵⁵⁰ Nawab and Bhatti,⁵⁵¹ Okpara,⁵⁵² Warsi et al.⁵⁵³ Aydin and Ceylan⁵⁵⁴; Lee and Chang⁵⁵⁵; Mansoor and Tayib⁵⁵⁶; Roose⁵⁵⁷ and Sempene et al.⁵⁵⁸ Ayub and Rafif,⁵⁵⁹ Maharjan,⁵⁶⁰ Saleem et al.⁵⁶¹ Singh and Tiwari⁵⁶² and Tella et al.⁵⁶³ Finally job satisfaction was the determinant of intention to leave and found to be negatively correlated. The results of partial correlations were also statistically significant. These findings were consistent with earlier studies by Alam and Muhammad,⁵⁶⁴ Noor,⁵⁶⁵ Ofili et al.⁵⁶⁶ Yahya et al.⁵⁶⁷ David et al.⁵⁶⁸ Moura et al.⁵⁶⁹

⁵⁴⁹A. A. Chughtai and S. Zafar, "Antecedents and consequences of organizational commitment among Pakistani universities teachers", *Applied H. R. M. Research*, Volume 11, Number 1, (2006), pp. 39-64.

⁵⁵⁰M. E. Malik, et al., "Job Satisfaction and Organizational Commitment of University Teachers in Public Sector of Pakistan", *International Journal of Business and Management*, Volume 5, Number 6, (2010), pp. 17-26.

⁵⁵¹S. Nawab and K. K. Bhatti, "Influence of Employee Compensation on Organizational Commitment and Job Satisfaction, A Case Study of Educational Sector of Pakistan", *International Journal of Business and Social Science*, Volume 2, Number 8, (2011), pp. 25-32.

⁵⁵²J. O. Okpara, "Job Satisfaction and organizational commitment, Are there differences between American and Nigerian Managers Employed in US MNCs in Nigeria"? *Presented at the Academy of Business & Administrative Sciences*, June 12-14, (2004).

⁵⁵³S. Warsi, "Study on relationship between organizational commitment and its determinants among private sector employees of Pakistan", *International Review of Business Research Papers*, Volume 5, Number 3, (2009), pp. 399-410.

⁵⁵⁴B. Aydin and A. Ceylan, "A Research Analysis on Employee Satisfaction in terms of Organizational Culture and Spiritual Leadership", *International Journal of Business and Management*, Volume 2, Number 3, (2009), pp. 159-168.

⁵⁵⁵Y. D. Lee and H. D. Chang, "Relations between Team Work and Innovation in Organizations and the Job Satisfaction of Employees, A Factor Analytic Study", *International Journal of Management*, Volume 25, Number 4, (2008), pp. 732-739.

⁵⁵⁶M. Mansor and M. Tayib, "An Empirical Examination of Organisational Culture, Job Stress and Job Satisfaction within the Indirect Tax Administration in Malaysia", *International Journal of Business and Social Sciences*, Volume 1, Number 1, (2010), pp. 81-95.

⁵⁵⁷W. Roose, *The Relationship between employee motivation, job satisfaction and corporate culture*, unpublished dissertation (PhD), University of South Africa, South Africa, (2005).

⁵⁵⁸M. Sempene, H. Rieger and G. Roodt, "Job Satisfaction in relation to organizational culture", *SA Journal of Industrial Psychology*, Volume 28, Issue 2, (2002), pp. 23-30.

⁵⁵⁹N. Ayub and S. Rafif, (2011), op. cit., pp. 336.

⁵⁶⁰S. Maharjan, "Association between Work Motivation and Job Satisfaction of College Teachers", *Administrative and Management Review*, Volume 24, Number 2, (2012), pp. 45-55.

⁵⁶¹R. Saleem, A. Mahmood and A. Mahmood, "Effect of Work Motivation on Job Satisfaction in Mobile Telecommunication Service Organizations of Pakistan", *International Journal of Business and Management*, Volume 5, Number 11, (2011), pp. 213-222.

⁵⁶²S. K. Singh and V. Tiwari, "Relationship between motivation and job satisfaction of the white collar employees: A case study", *Management Inside*, Volume 7, Number 2, (2011), pp. 31-39.

⁵⁶³A. Tella, C. O. Ayeni and S. O. Popoola, (2007), op. cit., p. 9.

⁵⁶⁴M. M. Alam and J. F. Mohammad, "Level of job satisfaction and intention to leave among Malaysian nurses", *Business Intelligence Journal*, Volume 3, Number 1, (2010), pp. 123-137.

⁵⁶⁵K. M. Noor, "Work-life balance and intention to leave among academics in Malaysian public higher education institutions", *International Journal of Business and Social science*, Volume 2, Number 11, (2011), pp. 1-9.

Ryan et al.⁵⁷⁰ Shield and Ward,⁵⁷¹ and Stevens⁵⁷² supported the same directions as proposed by schematic diagram in Chapter 3.

The findings of SEM has significance for this study due to dealing with each dimensions of the antecedents of job satisfaction that was missing in the existing literature and suggests that there was a direct and negative relationship between work motivation and hygiene factors; work motivation was positively correlated with motivator factors. Moreover, there was a strong, positive correlation between performance orientation and hygiene factors. There was a moderate, positive relationship between affective commitment and motivator factors. It was also found that there was a moderate, positive relationship between competitiveness and supportiveness with motivator factors. Furthermore, there was a moderate, negative relationship between hygiene factors and intention to leave.

Third, the individual facets of extrinsic motivator factors, intrinsic hygiene factors and affective commitment illustrated a positive relation with job satisfaction. The strength of the relationship between extrinsic motivator factors with job satisfaction was comparatively stronger than between the intrinsic hygiene factors and affective

⁵⁶⁶A. N. Ofili, E.A. Usiholo and M. O. Oronsaye, "Psychological Morbidity, job Satisfaction and intentions to quit among Teachers in Private Secondary Schools in Edo-State, Nigeria", *Annals of African Medicine*, Volume 8, Number 1, (2009), pp. 32-37.

⁵⁶⁷N. Yahya, A. Yahaya, F. A. Tamyas, J. Ismail and S. Jaalam, "The Effect of Various Modes of Occupational Stress, Job Satisfaction, Intention to leave and Absenteeism Companies Commission of Malaysia", *Australian Journal of Basic and Applied Sciences*, Issue 4 Volume 4, Issue 7, (2010), pp. 1676-1684.

⁵⁶⁸R. H. Davis et al., "Faculty Recruitment and Retention Task Force Report", (University of Colorado at Boulder, U.S. 2001),

⁵⁶⁹R. D. Moura, D. Abrams, C. Retter, S. Gunnarsdottir, A. Kaori, "Identification as an organizational anchor: How identification and job satisfaction combined to predict turnover intention", *European Journal of Social Psychology*, Volume 39, Number 4, (2009), pp. 540-557.

⁵⁷⁰J. F. Ryan, R. Healy, J. Sullivan, "Oh, won't you stay? Predictors of Faculty Intent to Leave a Public Research University", *paper presented at the 49th annual Forum of the Association for Institutional Research*, (2009),

⁵⁷¹M. A. Shields and M. E. Ward, "Improving nurse retention in the British National Health Service, the impact of job satisfaction on intentions to quit", *JEL classification*, J45, J63, I18, University of Leicester, University Road, Leicester, England LE1 7RH.

⁵⁷²P. H. Stevens, "The job satisfaction in English academies and their intention to quit academe" *Discussion paper number 262*, (2005), pp. 1-40.

commitment. These results were supported by extensive literature but they did not review individual facets of the said variables including Herzberg et al.,⁵⁷³ Busch et al.⁵⁷⁴ Chughtai and Zafar,⁵⁷⁵ Jaros et al.,⁵⁷⁶ and Warsi.⁵⁷⁷

Fourth, the intrinsic hygiene factors including pay, supervision and relationship with co-workers and extrinsic motivator factors opportunities for promotion positively correlated with job satisfaction and organizational commitment. Overall, these facets strongly correlated with job satisfaction as compared to organizational commitment. Furthermore, the results of partial correlations were also statistically significant. These findings were consistent with earlier studies by Hanif and Kamal,⁵⁷⁸ Khalid et al.⁵⁷⁹ Malik et al.⁵⁸⁰ Nawab and Bhatti,⁵⁸¹ Okpara,⁵⁸² Raabe and Beehr,⁵⁸³ Santhapparaj and Alam,⁵⁸⁴ Sharma and Jyoti,⁵⁸⁵ Ssesanga and Garrette and Taylor.⁵⁸⁶

⁵⁷³F. Herzberg, B. Mausner, and B. B. Snyder man, *The Motivation to Work*, 2nd edition, Wiley International Edition, (John Wiley & Sons, Incorporation New York, 1959), p. 113.

⁵⁷⁴T. Busch, L. Fallan and A. Pettersen, "Disciplinary differences in job satisfaction, self-efficacy, goal commitment and organizational commitment among faculty employees in Norwegian colleges, An empirical assessment of indicators of performance", *Quality in Higher Education*, Volume 4 Number 2, (1998), pp. 137-157.

⁵⁷⁵A. A. Chughtai and S. Zafar, "Antecedents and consequences of organizational commitment among Pakistani universities teachers", *Applied H. R. M. Research*, Volume 11, Number 1. (2006), pp. 39-64

⁵⁷⁶J. S. Jaros, et al., "Effects of continuance, affective, and moral commitment on the withdrawal process, An evaluation of eight structural equation models", *Academy of Management Journal*, Volume 36, Issue 5, (1993), pp. 951-995.

⁵⁷⁷S. Warsi, "Study on relationship between organizational commitment and its determinants among private sector employees of Pakistan", *International Review of Business Research Papers*, Volume 5, Number 3, (2009), pp. 399-410.

⁵⁷⁸M. F. Hanif, and Y. Kamal, "Pay and Job Satisfaction, A Comparative Analysis of Different Pakistani Commercial Banks", Paper presented in *9th National Research Conference* held on 25th June 2009 at SZABIST, Islamabad.

⁵⁷⁹G. K. Khalid, A. Malik, and G. Shaheen, "You Can't Make Omelette without Breaking Eggs", *International Review of Business Research Papers*, Volume 4, Number5, (2008), pp. 297-307.

⁵⁸⁰M. E. Malik, S. Nawab, B. Naeem, and R.Q. Danish, "Job Satisfaction and Organizational Commitment of University Teachers in Public Sector of Pakistan", *International Journal of Business and Management*, Volume 5, Number 6, (2010), pp. 17-26.

⁵⁸¹S. Nawab, and K. K. Bhatti, "Influence of Employee Compensation on Organizational Commitment and Job Satisfaction, A Case Study of Educational Sector of Pakistan", *International Journal of Business and Social Science*, Volume 2, Number 8, (2011), pp. 25-32.

⁵⁸²J. Okpara, "job Satisfaction and organizational commitment, Are there Differences between American and Nigerian Managers Employed in US MNCs in Nigeria"? *Presented at the Academy of Business & Administrative Sciences*, June 12-14, (2004).

Fifth, the demographic characteristics of academic staff rank/designation, salary, qualification, gender and teaching experience all have a significant impact on job satisfaction. The finding of our study indicated that lower-ranked academicians were less satisfied with their jobs than higher-ranked; professors were more satisfied with their jobs than associate professors, assistant professors and lecturers and these findings were consistent with earlier studies of Egbule,⁵⁸⁷ Oshagbemi⁵⁸⁸ and Ssesanga and Garrett.⁵⁸⁹

The level of salary significantly impacted on job satisfaction at the universities studied. The academic staff who earned a lower salary were less satisfied with their jobs than those who earned a higher salary. This again is consistent with Warden and Sloane,⁵⁹⁰ and Ziwan and Leightley.⁵⁹¹ The academic staff members holding higher qualifications were comparatively more satisfied with their jobs than their counterparts, which is consistent with the studies of Gardner & Oswald,⁵⁹² Gurbuz,⁵⁹³ Metle,⁵⁹⁴ Ziwan and

⁵⁸³B. Raabe, B. & T. A. Beehr, "Formal mentoring versus supervisor and Co-worker relationships, differences in perceptions and impact", *Journal of Organizational Behaviour*, Volume 24, Issue 3, (2003), pp. 271–293

⁵⁸⁴A. S. Santhaparaj, and S. S. Alam, "Job Satisfaction among Academic Staff in Private Universities in Malaysia", *Journal of social science*, Volume 1, Issue 2, (2005), pp. 72-76.

⁵⁸⁵R. D. Sharma and J. Jyoti, "Job Satisfaction of University teachers, An empirical study", *Journal of Services Research*, Volume 9, Number 2 (October 2009 - March 2010).

⁵⁸⁶K. Ssesanga, and R. M. Garrett, "job satisfaction of University academics, perspective from Uganda", *Higher Education*, Volume 50, Issue 1, (2005), pp. 33–56.

⁵⁸⁷P. E. Egbule, "Factors Related to Job Satisfaction of Academic Staff in Nigerian Universities", *Journal of Further and Higher Education*, Volume 27, Number 2, (2003).

⁵⁸⁸T. Oshagbemi, "The impact of age on the job satisfaction of university teachers", *Research in Education*, Volume 59, (1998), pp. 95-108.

⁵⁸⁹K. Ssesanga, and R. M. Garrett, "job satisfaction of University academics, perspective from Uganda", *Higher Education*, Volume 50, Issue 1, (2005), pp. 33–56.

⁵⁹⁰M. E. Ward and P. J. Sloane, J. P., "Non-Pecuniary Advantages versus Pecuniary Disadvantages; Job Satisfaction among Male and Female Academics in Scottish Universities", *Scottish Journal of Political Economy*, Volume 47, Issue 3, (2000), pp. 273-303.

⁵⁹¹Ziwan, L.E. Leightley, "Job satisfaction and workforce demographics, A longitudinal study of the U.S. forest products industry", *Forest and Wildlife Research Center*, Research Bulletin FP 362, Mississippi State University, (2006), pp. 1-7.

⁵⁹²J. Gardner & A. Oswald, "How does education affect mental well-being and job satisfaction"?, A summary of a paper presented to a *National Institute of Economic and Social Research conference*, at the University of Birmingham, on Thursday June 6, (2002).

⁵⁹³A. Gurbuz, "An Assessment on the effect of education level on the job satisfaction from the tourism sector point of view", *Doğuş Üniversitesi Dergisi*, Volume 8, Issue 1, (2007), pp. 36-46.

Leightley.⁵⁹⁵ The findings indicated that females were less satisfied with their jobs than male academic staff, which is consistent with Callister,⁵⁹⁶ Hagedorn,⁵⁹⁷ Hajiha, Jassabi and Ghaffari,⁵⁹⁸ Imran, Irfan, Sher, Azen and Kashif,⁵⁹⁹ Olsen, Maple, & Stage,⁶⁰⁰ Olorunsola,⁶⁰¹ and Perna⁶⁰² but inconsistent with Ahmad et al.,⁶⁰³ Clark,⁶⁰⁴ Hoppock,⁶⁰⁵ Malik,⁶⁰⁶ Perrie and Baker,⁶⁰⁷ Oshagbemi.⁶⁰⁸ More research is required to test the robustness of these results.

Moreover, the academic staffs those have higher teaching experience were comparatively more satisfied with their jobs than their counterparts and this is

⁵⁹⁴K. M. Mettle, "Education, job satisfaction and gender in Kuwait", *International Journal of Human Resource Management*, Volume 12, Issue 2, (2001), pp. 311-332.

⁵⁹⁵Ziwan, L. E. Leightley, "Job satisfaction and workforce demographics, A longitudinal study of the U.S. forest products industry", *Forest and Wildlife Research Center, Research Bulletin FP 362*, Mississippi State University. (2006), pp. 1-7.

⁵⁹⁶R. R. Callister, "The impact of gender and department climate on job satisfaction and intentions to quit for faculty in sciences and engineering fields" *Journal of Technology Transfer*, Volume 31, Issue 3, (2006), pp. 367-375.

⁵⁹⁷Hagedorn, L., "What contributes to job satisfaction among faculty and staff", *New Directions for Institutional Research*, No. 105 San Francisco, CA, Jossey-Bass, (2000).

⁵⁹⁸A. Hijah, J. Jassabi and F. Ghaffari, "The role of gender in job satisfaction of university staff members" Refereed paper, *Streamed, Gendered issues in HRD Ref.* 6.15.

⁵⁹⁹A. I. Hunjra, M. Irfan C. S. Aslam, M. Azam and Kashif-Ur-Rehman, "Factors effecting job satisfaction of employees in Pakistani banking sector", *African Journal of Business Management*, Volume 4, Issue 10, (2010), pp. 2157-2163.

⁶⁰⁰D. Olsen, S. Maple & F. Stage, "Women and minority job satisfaction, Professional role interests, professional satisfactions, and institutional fit" *Journal of Higher Education*, Volume 66, Issue 3, (1995), pp. 267-293.

⁶⁰¹E.O Olorunsola, "Job satisfaction and gender factor of Administrative staff in south west Nigeria Universities", *EABR & ETLIC Conference Proceedings Dublin, Ireland*, (2010), pp. 91-95.

⁶⁰²L. Perna, "Sex differences in faculty salaries, A cohort analysis", *Review of Higher Education*, Volume 24, Issue 3, (2001), pp. 283-307.

⁶⁰³I. Ahmad, M. M. Nawaz, N. Iqbal, I. Ali, Z. Shaukat and A. Usman, "Effects of Motivational Factors on Employees Job Satisfaction a Case Study of University of the Punjab, Pakistan", *International Journal of Business and Management*, Volume 5, Number 3, (2010), pp. 70-80.

⁶⁰⁴E. A. Clark, "Job satisfaction and gender why are women so happy at work?" *Labor Economics*, Volume 4, (1997), pp. 341-372.

⁶⁰⁵R. Hoppock, *Job Satisfaction*, New York, NY, (Harper and Row 1935).

⁶⁰⁶N. Malik, "Study of job satisfaction factors of faculty members at university of Baluchistan", *International Journal of Academic Research*, Volume 3. Number1, (2011), pp. 267-272.

⁶⁰⁷M. Perie, and D. P. Baker, 'Job Satisfaction among America's Teachers, Effects of Workplace Conditions, Background Characteristics, And Teacher Compensation', *Statistical Analysis Report July 1997 U.S. Department of Education Office of Educational Research and Improvement NCES 97-XXX* (1997).

⁶⁰⁸T. Oshagbemi, "Gender differences in job satisfaction of university teachers", *Women in Management Review*, Volume 15, Issue 7, (2000), pp. 511-519.

supported by earlier literature by Alam, Talha and Ahsan,⁶⁰⁹ Kumar and Giri,⁶¹⁰ Lewis⁶¹¹ and Santhapparaj and Alam.⁶¹²

The findings indicated that the permanent academic personnel were comparatively more satisfied with their jobs than contractual staff. The last demographics presented that the academic staff of private sector universities were slightly more satisfied with their jobs than the academicians of public sector universities, consistent with Bas and Ardic⁶¹³ and Khalid, Irshad and Mehmood.⁶¹⁴

Finally, the findings suggested that the academic staff who produced publications, either in co-authorship or sole authorship were comparatively more satisfied with their jobs than those who did not produce any publications. Also, the academic staff those provided their services as referee for national or international journals were slightly more satisfied with their jobs than their counterparts. It is also the case that the academic staffs who supervised MPhil or PhDs students were comparatively more satisfied than those who did not supervise any of these students. These results were supported by Mamiseishvili and Rosser.⁶¹⁵

Similar results were found with reference to examining the MPhil or PhDs students. The academic staff members who were involved in examining such theses were

⁶⁰⁹S. S. Alam M Tallha, C. N. Civanand, and M. N. Ahsan, "Job Satisfaction of University Women Teachers in Bangladesh", *Jouranl of social sciences*, Issue 2, Volume 1, (2005), pp. 88-91.

⁶¹⁰P. Kumar & V. Giri, "Effect of Age and Experience on Job Satisfaction and Organizational Commitment, The Icfai University", *Journal of Organizational Behaviour*, Volume 8, Number 1, (2009), pp. 28-36.

⁶¹¹F. L. A. Lewis, "Job satisfaction, decisional discrepancy, academic social climate and academic achievement in selected title 1 elementary schools", *unpublished dissertation Abstracts International*, 43,1, 35-A. (1982),

⁶¹²A. Santhapparaj and S. Alam, (2005), op. cit., pp. 72-76.

⁶¹³T. Bas, and A. Ardic, "A comparison of job satisfaction between public and private university academicians in Turkey", *METU Studies in Development*, Volume 29, Issue 2, (2002), pp. 27-46.

⁶¹⁴S. Khalid, Z. M. Irshad and B. Mehmood, "Job Satisfaction among Academic Staff, A Comparative Analysis between Public and Private Sector Universities of Punjab, Pakistan", *International Journal of Business and Management*, Volume 7, Number 1, (2012), pp. 126-136.

⁶¹⁵K. Mamiseishvili and V. J. Rosser, "Examining the Relationship between Faculty Productivity and Job Satisfaction", *The journal of the Professioriate*, volume 5, Issue 2, (2011), pp. 100-132.

comparatively more satisfied with their jobs than those who were not involved in such activities. In the case of supervision of internship reports there was no significant difference found with job satisfaction between the academicians who either supervised or did not supervise any internship reports. It does matter to observe main reasons of non-research active academic staff so remedies for such reasons may be suggested.

The level of job satisfaction of the academic staff currently interested in research or had already written a book was higher than those academics with no interest in writing which is consistent with the views of Vecchio.⁶¹⁶ Finally, those who received more funding were comparatively more satisfied with their jobs than those who were awarded less funding for research grants. The academic staff members who had received teaching training were comparatively more satisfied with their jobs than others who had not. This study challenges the argument of Braverman's *Monopoly Capital* that ignored reskilling. Re-skilling is essential in the context of higher education and the academicians those concentrated on continuance reskilling i.e. publications, supervision and examining MPhil or PhDs, research grants and teacher training etc. were comparatively more satisfied with their jobs than others.

7.3 Contribution to Knowledge

This study provides a number of important findings which together contribution to knowledge on job satisfaction. These can be considered in terms of Theory, Application and Method;

7.3.1 Theory

The use of the Structural Equation Modeling (SEM) technique is shown to be quite reasonable in this type of study. While utilizing SEM, the dimensions of the studied

⁶¹⁶P. R. Vecchio, *Organizational Behaviour*, 4th edition, (Orlando, Harcourt, 2000), p. 76.

variables were reviewed, providing thought-provoking findings which are missing from existing studies. For example, while our study is consistent with the literature in suggesting that overall job satisfaction is negatively correlated with intention to leave we can further suggest that it is the intrinsic hygiene factors which contribute towards this negative correlation and not the extrinsic motivator factors.

Similarly, performance orientation, supportiveness and competitiveness are shown to be essential for organizational cultural dimensions rather than all of the seven dimensions identified by Sarros et al.,⁶¹⁷ namely performance orientation, supportiveness, competitiveness, innovation, stability, emphasis on reward and social responsibility. Our approach also permits us to examine organizational commitment in greater detail. Affective commitment has more significance in relation to motivator factors rather than organizational commitment. Work motivation has a marginally positive impact on job satisfaction overall but it has negative association with hygiene factors and positive association with motivator factors.

The concept of Marx's Labour and Braverman's Labour Process Theory (LPT) has been viewed in reference to HEIs and suggested its addition to the academic field. As discussed in Chapter 2, LPT deals with production and organization of work. The academicians use intellectual efforts which may not be separated from service deliverers. In the case of HEIs in Pakistan, the freedom to use their own methods of teaching or judgment contributes statistically significantly to overall job satisfaction levels among academic staff. Moreover, in the case of research activities, the academicians who were involved in such activities were comparatively more satisfied

⁶¹⁷J. C. Sarros, J. Gray, I. L. Densten and B. Cooper, "The organizational culture profile revisited and revised: an Australian perspective", *Australian Journal of Management*, Volume 30, Issue 1, (2005), pp. 159-182.

with their jobs than others. Thus this study challenges the argument of Braverman's *Monopoly Capital* that ignored reskilling. Re-skilling is essential in HEIs in developing countries like Pakistan. The academic staff that focused on continuing reskilling i.e. teacher training and research activities were comparatively more satisfied with their jobs than others.

This study is also unique because it deals with Well-Being at work. It is an essential aspect of quality of life and contributes to overall Well-Being. In the current study, approximately 50 percent of academic staff were satisfied with their jobs. These findings indicated that a large number of academic staff were in the range of 'neutral' and 'dissatisfied' stages. Therefore, it may be suggested that a large number of academicians may be deprived from better quality of life and overall Well-Being at work.

As proposed by Maslow, needs exist in a hierarchical order from lower to higher level. Our study shows that Professors were satisfied with their lower level needs and put in efforts to achieve higher level needs while Lecturers and Assistant Professors were not satisfied with their lower level needs due to a large number of academic staff not being involved in research activities.

The application of Herzberg's two-factor theory provided thought-provoking results and the current study suggested there is added value in applying Herzberg to the context of HEIs. This study reviewed the individual facets of extrinsic motivator and intrinsic hygiene factors with job satisfaction and, on the basis of its findings, it can be suggested that the job satisfaction of academicians may be enhanced while focusing on the individual facets of extrinsic motivator factors i.e. 'use my own judgement', 'own methods of doing the job', 'praise for doing a good job', 'opportunities for promotion',

‘do something that makes use of my abilities’ and ‘feelings of accomplishment’. As far as intrinsic hygiene factors are concerned, job dissatisfaction may also be prevented while addressing ‘current working conditions’, ‘universities policies put into action’, ‘the way the boss handles his people’, ‘being able to do things’, ‘competence in my head’, ‘job provides steady employment’, ‘the amount of pay’ and ‘relationship with co-workers’ in HEIs. The significance of intrinsic hygiene factors is also enhanced due to the negative correlation with intention to leave of the academic staff.

The findings of individual facets of affective commitment of Meyer and Allen’s model of organizational commitment also provided value addition in the context of HEIs. The affective commitment of academicians may also be enhanced while addressing the individual facets of affective commitment which include, ‘the university inspires me’, ‘consider this university over others’, ‘best university to work in’, ‘proud to be a part of this university’, ‘my values and the university’s values are very similar’, ‘care about the fate of university’, ‘putting in a great deal of effort’ and ‘accept any type of job’.

7.3.2 Application

This study contributes specifically with regard to the understanding of antecedents and consequence of job satisfaction among academic staff in the context of Higher Educational Institutes Punjab, Pakistan. The relationship between demographic characteristics and job satisfaction clearly indicates where a problem lies and the need to rectify the grievances of the academic staff. Organizational commitment, organizational culture and work motivation are significantly positively correlated with job satisfaction, which in turn, negatively correlates with an intention to leave. The retention of academic staff is inexpensive compared with the recruitment and selection of new staff. It has been observed in the case of turnover, a huge cost is involved with

relevance to the employee, organization and society. In the last decade, the Higher Education Committee (HEC) claimed significant success in the development of academic staff at universities but our findings of self-added questions with regard to output/performance of academic staff does not match with such claims. A large number of academic staff members are not involved in research activities yet were nevertheless quite satisfied with their jobs. This study suggests several areas where there is a need for improvement.

7.3.3 Method

The preparation of a list of academic staff members in one province of Pakistani Universities which covers more than 50 percent population of the country is a starting point for subsequent researchers. Due to the simple random sampling design, the findings of the current study are generalizable in Punjab, Pakistan. The organizational cultural profile was developed with the Q sort technique, and thereafter converted into the Likert scale. Our study tested these approaches and demonstrated the reliability, validity and replication of such an approach to this form of study. The study both requires a theoretical development and adaptation of job satisfaction questionnaires such that theoretical concepts could be investigated fully.

7.4 Limitations of the study

Although the current study signifies an organised endeavour to address the research questions, certain limitations affected it.

The Likert scale was applied in this study and provided five options to the respondents. However, the space between each option may not be equidistant and the use of a linear scale may therefore not exactly measure the true attitude of the respondents.

There are also issues specifically related to the context of undertaking research in Pakistan generally and the Punjab specifically. The studied sample was geographically scattered across the whole Province and this requires significant financial resource. Most importantly, however, Pakistan as a developing country where academicians are less familiar with the practice of primary research. Although research ethics were followed in the data collection process, it is possible that respondents' bias may be evident, due to a fear of leakage of anonymity.

As discussed in Chapter 4's procedure section, a few academicians were not available in the universities due to being on leave or for other reasons. In this case, the exact respondents did not fill the questionnaire, although this number was in single digits it may influence the findings of the study.

Although this study has a few limitations, like other studies, the findings of the current study are robust. The following section describes the future directions of the study.

7.5 Future directions of the study

While admitting the limitations of current study, this thesis provides one of the most widespread studies ever undertaken into the antecedents and consequence of job satisfaction in Punjab, Pakistan to date. Moreover, it is one of the first studies to study such a large number of academic staff of a Province of Pakistan. Therefore, this study acts as a stepping stone for future directions in this field. A few suggestions are presented for further research into job satisfaction and allied areas.

As discussed, Labor Process Theory deals with the production and organization of work. Therefore, a further study could be undertaken to review other consequences of job dis-satisfaction such as, absenteeism, turnover and academic staff

output/performance. Cooper and Dewe⁶¹⁸ and Oswald⁶¹⁹ suggest there are numerous aspects of life which contribute to Well-Being including, happiness, suicide, work/life balance and various macroeconomic indicators e.g. inflation, unemployment and GDP. These aspects have an impact on life satisfaction; therefore there is a need of studies that address the above-stated areas of overall Well-Being.

The current study addresses affective commitment but has not consider normative and continuance commitment. Consequently, there is a need for a study that describes the other two components of commitment, as an application of Meyer and Allen's full model of organizational commitment.

Our study was focused upon a representative sample of the whole of academic staff in Universities within the Punjab. However, our results demonstrate that there is a high number of academic staff not supervising or examining any MPhil or PhD's candidates, and there is need to address this issue more narrowly so that the reasons may also be found and rectified. Similarly the findings suggested that the academicians who received international awards recorded lower levels of job satisfaction than their counterparts. There is a need to address the reasons for their lower levels of job satisfaction. Thus more focused studies of specific groups might also provide additional knowledge on job satisfaction linked to specific sub-sections of the academic population.

While collecting data, respondents' facial, verbal and non-verbal expressions were observed. The majority of the academic staff were found to display distrustful, disillusionment, anger, tension, aggressive and unhappy behaviour. Thus a study which seeks to expand beyond our narrowly quantifiable approach to consider qualitative evidence may also generate further insights into job satisfaction.

⁶¹⁸ C. Cooper and Dewe, *Well-Being and Work*, (Palgrave Macmillan Ltd, 2012), pp. 65-66.

⁶¹⁹ A. J. Oswald, "Happiness and Economics Performance", *The Economic Journal*, Volume 107, Issue 445, (1997), pp. 1815-1831.

Finally, our study may be extended beyond the Punjab province. If a list of academic staff of the other three provinces universities were available this would be feasible. We could then compare our results for Punjab with the level of job satisfaction in Pakistan for the whole population of 132 universities.

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Appendix I Different definition of Organizational Commitment

...comes into being when a person, by making side-bets, links extraneous interests with a consistent line of activity Becker (1960)

The nature of the relationship of the member to the system as a whole Grusky (1966)

The willingness of social actors to give their energy and loyalty to social systems, the attachment of personality systems to social relations which are seen as self-expressive Kanter (1968)

The process by which the goals of the organization and those of the individual become increasingly integrated or congruent. Hall et al. (1970)

An attitude or an orientation toward the organization which links or attaches the identity of the person to the organization. Sheldon (1971)

A structural phenomenon which occurs as a result of individual-organizational transactions and alterations in side bets or investments over time Hrebiniak & Alutto (1972)

A state of being in which an individual becomes bound by his actions and through these actions to beliefs that sustain the activities and his own involvement. Salancik (1977)

The committed employee considers it morally right to stay in the company, regardless of how much status enhancement or satisfaction the firm gives him or her over the years. Marsh & Mannari (1977)

The relative strength of an individual 's identification with and involvement in a particular organization Mowday et al. (1982)

The totality of internalized normative pressures to act in a way which meets organizational goals and interests Wiener (1982)

A bond or linking of the individual to the organization Mathieu & Zajac (1990)

One's inclination to act in a given way towards a particular commitment target Oliver (1990)

An obliging force that requires that the person honor the commitment, even in the face offluctuating attitudes and whims.... (1) It includes something of the notion of membership; (2) it reflects the current position of the individual; (3) it has a special predictive potential, providing predictions concerning certain aspects of performance, motivation to work, spontaneous contribution, and other related outcomes; and (4) it suggests the differential relevance of motivational factors. R.B. Brown (1996)

A force that binds an individual to a course of action of relevance to one or more targets Meyer & Herscovitch (2001)

Appendix II Questionnaire

ANTECEDENTS AND CONSEQUENCE OF JOB SATISFACTION: EVIDENCE FROM PAKISTANI UNIVERSITIES.

Dear Respondents/Colleagues,

I am Muhammad Mudasar Ghafoor, a post graduate research student at the University of Dundee, Scotland, United Kingdom and am currently in the process of conducting research on, ANTECEDENTS AND CONSEQUENCE OF JOB SATISFACTION: EVIDENCE FROM PAKISTANI UNIVERSITIES.

I would be very grateful if you could help me with this research by completing the enclosed questionnaire. The questionnaire has been approved by research supervisors, Dr. Carlo J. Morelli and Dr. Martin Jones for data collection from Lecturers, Assistant Professors, Associate Professors and Professors at Pakistan.

The questionnaire comprises seven sections;

1. Demographical characteristics
2. Facets of job satisfaction
3. Organizational commitment
4. Dimensions of organizational culture
5. Work motivation
6. Intention to leave
7. Academic staff individual output/performance

Please keep one thing in your mind; the data collected will be purely used for study purposes. All the information will be treated as confidential and no personal details (e.g. name, telephone number and surname) are required. The above mentioned information questionnaire will be used for the completion of the thesis for a doctorate of philosophy. The results of the study will be sent to the Higher Education Commission of Pakistan for the betterment of academic staff of both public and private sector universities. Furthermore, these results will be discussed with the Ministry of Education of Pakistan.

Any enquiry regarding above should be addressed to myself.

Tel, 0092553203307 Cell, 00923338103618 Mail, mudasar@pugc.edu.pk

Tel 4401382385607 Cell 07534451996 Mail m.m.ghafoor@dundee.ac.uk

Your cooperation will be highly appreciated.

Kind Regards,

Muhammad Mudasar Ghafoor

PhD (Scholar)

University of Dundee, Scotland, United Kingdom

Section A

1. What is your Gender?
 - a) Male
 - b) Female
2. What is your Age?
 - a) 20 – 30 years
 - b) 31 – 40 years
 - c) 41 – 50 years
 - d) 51 and above
3. What is your highest qualification?
 - a) Bachelor (Honor Degree)
 - b) Master
 - c) M. Phil
 - d) Ph. D
4. What is your Teaching Experience?
 - a) 0 – 5 years
 - b) 6 – 10 years
 - c) 11 – 15 years
 - d) 16 and above
5. What is your Rank/Designation in your university?
 - a) Lecturer
 - b) Assistant Professor
 - c) Associate Professor
 - d) Professor
6. What is your job status in your university?
 - a) Permanent
 - b) Contractual
7. What is your net monthly salary?
 - a) Less than Rs.30, 000
 - b) Rs.30, 001 to 60, 000
 - c) Rs.60, 001 to 90,000
 - d) Rs. 90, 001 and above.
8. What is your teaching subject area?

.....
9. What is name of your University?

.....
10. Your university is considered as.
 - A) Public
 - b) Private

Please indicate your level of agreement with each of the following:

Put a tick (✓) in the box to show your assessment.

Key for Ranking:

1=Strongly Disagree 2=Disagree 3=Neither Disagree Nor Agree 4=Agree 5=Strongly Agree

RANKING

		1	2	3	4	5
Section B	Job Satisfaction,	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
	How are you satisfied with the following aspect of your current job?					
1.	The chance to work alone on the job. M.F1					
2.	The chance to do different things from time to time. M.F2					
3.	The chance to be "somebody" in the community. M.F3					
4.	The way my boss handles his men. H.F1					
5.	The competence of my head of department in making decisions. H.F2					
6.	Being able to do things that do not go against my conscience. H.F3					
7.	The way my job provides me with steady employment. H.F4					
8.	The chance to do things for other academic staff. M.F4					
9.	The chance to tell other staff what to do having supervisory role. M.F5					
10.	The chance to do something that makes use of my abilities. M.F6					
11.	The way the universities policies are put into practice. H.F5					
12.	The amount of pay that I receive. H.F.6					
13.	The amount of work that I do. M.F7					

Section B	Continued.....	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
14.	The chance for the opportunities of promotion in this job. M.F8					
15.	The freedom to use my own judgement. M.F9					
16.	The chance to try my own methods of doing the job. M.F10					
17.	The current working conditions. H.F.7					
18.	The way my co-workers get along with each other. H.F.8					
19.	The praise I get for doing a good job. M.F11					
20.	The feeling of accomplishment I get from the job. M.F12					
21.	Being able to keep busy all the time.M.F13					
Section C	Organizational Commitment					
	To what extent do you agree or disagree with the following statements?					
22.	I am willing to put a great deal of effort beyond what is normally expected in order to help this institute be successful. AC1					
23.	I talk up this university to my friends as a great university to work for.AC2					
24.	I feel very little loyalty to this university. (Corporate loyalty1)					
25.	I would accept any type of job assignment in order to keep working for this university.AC3					
26.	I find that my values and the university's values are very similar.AC4					
27.	I am proud to tell others that I am a part of this university.AC5					

Section C	Continued.....	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
28.	I could just as well be working for a different university as long as the type of work was similar. CL2					
29.	This university really inspires the very best in me in the way I meet job expectations.AC6					
30.	It would take very little change in my present circumstances to cause me to leave this university. CL3					
31.	I am extremely glad that I chose this university to work for over others I was considering at the time I first time joined.AC7					
32.	There's much to be gained by sticking with this university indefinitely.CL4					
33.	Frequently, I agree with this university's policies on important matters relating to its academic staff.CL5					
34.	I really care about the fate of this university.AC8					
35.	For me this is the best of all possible universities for which to work. AC9					
36.	Deciding to work for this university was a definite mistake on my part.CL6					
Section D	Organizational Culture: To what extent do you agree or disagree with the following statements?					
37.	Competitiveness: My university focuses achievement orientated. C1					
38.	My university emphasizes on quality in all aspects.C2					
39.	Being distinctive from others is the policy of my university.C3					

40.	Being competitive is the main goal of my university.C4					
41.	Social Responsibility: My university cares about all stakeholders.SR1					
42.	My university has a good reputation. SR2					
43.	I think our university is socially responsible. SR3					
44.	My university has a clear guiding philosophy.SR4					
45.	Supportiveness: My university is team oriented.SP1					
46.	My university shares information freely.SP2					
47.	My university care general public.SP3					
48.	My university collaborates with all stakeholders.SP4					
49.	Innovation: My university concentrates on new ideas.I1					
50.	My university is quick to take advantage of opportunities.I2					
51.	My university does not hesitate in risk taking by investing in new projects.I3					
52.	All academic staff takes their individual responsibility.I4					
53.	Emphasis on Rewards: My university treats all academic staff on equal basis.ER1					
54.	My university provides opportunities for professional growth.ER2					
55.	My university pays more for good performance. ER3					
56.	My university praises for good performance.ER4					

57.	Performance Orientation: My university has high expectations for performance from academic staff.PO1					
58.	All academic staffs have enthusiasm for their jobs. PO2					
59.	My university is results oriented. PO3					
60.	My university has a highly organized academic life.PO4					
61.	Stability: My university is not interested in opening new faculties.S1					
62.	My university remains steady in all academic policies.S2					
63.	University provides security of employment. S3					
64	In my university, there is low conflict (disagreement on opinions) among academic staff.S4					
Section E	Work Motivation:	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
65.	I put forth my best effort to get my job done regardless of the difficulties.					
66.	I am willing to start work early and stay late to finish a job.					
67.	It has been hard for me to get very involved in my current job.					
68.	I probably do not work as hard as others who do the same type of work.					
69.	I do extra work for my job that is not really expected of me.					
70.	Time seems to drag (means do not pass) while I am on the job.					
Section F	Intention to Leave:					

71.	In the last few months, I have seriously thought about looking for a new job.					
72.	Presently, I am actively searching for other job.					
73.	I intend to leave the university in the near future.					

Section G:

74. In the last twelve months, how many papers you published in national or international journals.

- a) Zero b) 1-5 c) 6-10 d) 11 and above

75. In the last twelve months, how many papers you published with sole authorship in national or international journals?

- a) Zero b) 1-3 c) 4-6 d) 7 and above

76. In the last twelve months, in which journal would you published your best paper.

.....

77. In the last twelve months, how many papers have you refereed for national or international journals.

- a) Zero b) 1-5 c) 6-10 d) 11 and above

78. How many M. Phil students you are currently supervising?

- a) Zero b) 1-3 c) 4-6 d) 7 and above

79. How many Ph. D students you are currently supervising?

- a) Zero b) 1-2 c) 3-4 d) 5 and above

80. In the last twelve months, how many M. Phil thesis have you examined.

- a) Zero b) 1-4 c) 5-8 d) 9 and above

81. In the last twelve months, how many Ph. D thesis have you examined.

- a) Zero b) 1-4 c) 5-8 d) 9 and above

82. In the last five years, have you been awarded any funds for research (includes transportation & project supervision cost etc.).

- a) Yes b) No

83. If yes, how much funds for research (includes transportation & project supervision cost etc.), you been awarded (Currency in Pakistani Rs.).

- a) Less than one million b) Less than two millions
c) Less than three millions d) Above three millions

84. In the last twelve months, how many master or honors level internship reports have you supervised.

- a) Zero b) Less than 50 c) Less than 100 d) Less than 150
e) Above 150

85. In the last twelve months, have you received any teacher training?

- a) Yes b) No

86. Have you received any teaching award from the university?

- A) Yes b) No

87. Are you interested in writing books?

- a) Yes b) No

88. If yes, how many books have you written in last five years?

- a) Zero b) 2
c) 2 d) 3 e) 4 and above

89. Have you got any National or International awards?

- a) Yes b) No

90. If yes, would you like to state the names of those awards?

.....
.....

91. Which subjects received the greatest number of applications at your university in the last year e.g. Economics, Math, Botany, Business Administration and why?

.....
.....

92. Do you think your university is moving upward or downward side according to the overall performance with in Pakistan?

- a) Moving upward b) Moving Downward
c) Stable d) Do not Know

93. Have you been turned down from a Selection Board at your university?

- a) Yes b) No c) Never been applied in selection board

94. Would you like to share the decision of Selection Board?

.....
.....

95. Would you like to share any other comment?

.....
.....

Appendix III Format of the population list:

Academic staff ID	University ID	Level of academic staff	Sector	Gender	Name of academic staff	Website Link
1	2	2	2	1	Waqar Ahmad	http://www.ugt.edu.pk/faculty/sbe.htm
2	2	2	2	1	Mobin-ul-Haque	http://www.ugt.edu.pk/faculty/sbe.htm
3	2	2	2	1	Kamran Rashid	http://www.ugt.edu.pk/faculty/sbe.htm
-	-	-	-	-	-	-
6325	23	1	1	2	Ms. Iram Javed	http://www.lcwu.edu.pk/faculty_list.php?dept_id=32
6326	23	1	1	2	Ms. Samia Ayub	http://www.lcwu.edu.pk/faculty_list.php?dept_id=33
6327	23	1	1	2	Ms. Samina Bashir	http://www.lcwu.edu.pk/faculty_list.php?dept_id=34

Note: This information is official and publically available on the website of all Public and Private sector Universities of the Punjab, Pakistan. The names of academic staffs were eliminated in sample file due to anonymity. The explanation of population list is provided below.

Explanation of the format of population list

Format of population comprises 7 columns and 6327 rows. First column explained the academic staff identification (ID) which was assigned ourselves from 1 to 6327 second column was university ID which was assigned 1 to 37, one ID for each university because we have total 37 universities in our studied population. Third column was level of academic staff and assigned 1 for Lecturers, 2 for Assistant Professors, 3 for Associate Professors and 4 for Professors. Fourth column was sector which means whether that university was from public or private sectors and assigned 1 for Public and 2 for Private sectors universities. Fifth column was gender and assigned value 1 for male academic staff and 2 for female academic staff. Sixth column was name of academic staff which was mentioned as it is available on the official websites of each university. The last column consists of website links of concerned academic staff from where we may track and check all the information which is provided in six columns. Population file comprises 6327 rows and one row for each academic staff.⁶²⁰

⁶²⁰The hard copy of complete population file kept for record purposes, a list of sample is attached in appendix and the names of academic staffs were excluded due to anonymity.

APPENDIX IV List of Sample

List of Sample Size which was drawn 5% of studied population (file prepared myself) with the help of Simple Random Sampling. The name of academic staffs deleted from sample file just to make them anonymous.

Sr. No.	Academic Staff ID	University ID	Level of Academic Staff	Sector	Gender	Website Link
1	49	2	2	2	1	http://sst.umt.edu.pk/newsite//faculty&staff/faculty.html
2	64	2	2	2	1	http://sst.umt.edu.pk/newsite//faculty&staff/faculty.html
3	67	2	2	2	2	http://sst.umt.edu.pk/newsite//faculty&staff/faculty.html
4	76	2	1	2	1	http://sst.umt.edu.pk/newsite//faculty&staff/faculty.html
5	77	2	1	2	1	http://sst.umt.edu.pk/newsite//faculty&staff/faculty.html
6	78	2	1	2	2	http://sst.umt.edu.pk/newsite//faculty&staff/faculty.html
7	89	2	1	2	1	http://sst.umt.edu.pk/newsite//faculty&staff/faculty.html
8	126	2	1	2	2	http://www.umt.edu.pk/faculty/ssh.htm
9	138	2	4	2	1	http://www.umt.edu.pk/faculty/ssh.htm
10	173	4	2	1	1	http://web.uettaxila.edu.pk/uet/civil/faculty.htm
11	189	4	4	1	1	http://web.uettaxila.edu.pk/uet/electrical/faculty.htm
12	192	4	4	1	1	http://web.uettaxila.edu.pk/uet/electrical/faculty.htm
13	197	4	2	1	1	http://web.uettaxila.edu.pk/uet/electrical/faculty.htm
14	204	4	1	1	1	http://web.uettaxila.edu.pk/uet/electrical/faculty.htm
15	207	4	1	1	1	http://web.uettaxila.edu.pk/uet/electrical/faculty.htm
16	231	4	1	1	1	http://web.uettaxila.edu.pk/uet/mechanical/faculty.htm
17	232	4	1	1	1	http://web.uettaxila.edu.pk/uet/mechanical/faculty.htm
18	276	4	2	1	1	http://web.uettaxila.edu.pk/uet/iems/faculty.htm
19	278	4	2	1	1	http://web.uettaxila.edu.pk/uet/iems/faculty.htm
20	285	6	2	1	1	http://www.uos.edu.pk/uploads/Prospectus-PDF/1-agriculture.pdf
21	309	6	1	1	1	http://www.uos.edu.pk/uploads/Prospectus-PDF/1-agriculture.pdf
22	330	6	2	1	1	http://www.uos.edu.pk/uploads/Prospectus-PDF/4-English.pdf
23	333	6	2	1	1	http://www.uos.edu.pk/uploads/Prospectus-PDF/4-English.pdf
24	339	6	1	1	1	http://www.uos.edu.pk/uploads/Prospectus-PDF/4-English.pdf
25	377	6	1	1	1	http://www.uos.edu.pk/uploads/Prospectus-PDF/8-IR.pdf
26	423	6	1	1	1	http://www.uos.edu.pk/uploads/Prospectus-PDF/15-OrientalLanguages.pdf
27	435	6	4	1	1	http://www.uos.edu.pk/uploads/Prospectus-PDF/17-BusinessAdmin.pdf
28	478	6	2	1	1	http://www.uos.edu.pk/uploads/Prospectus-PDF/20-SMC.pdf

29	479	6	2	1	1	http://www.uos.edu.pk/uploads/Prospectus-PDF/20-SMC.pdf
30	480	6	2	1	1	http://www.uos.edu.pk/uploads/Prospectus-PDF/20-SMC.pdf
31	541	6	1	1	1	http://www.uos.edu.pk/uploads/Prospectus-PDF/20-SMC.pdf
32	546	6	1	1	2	http://www.uos.edu.pk/uploads/Prospectus-PDF/20-SMC.pdf
33	547	6	1	1	2	http://www.uos.edu.pk/uploads/Prospectus-PDF/20-SMC.pdf
34	548	6	1	1	2	http://www.uos.edu.pk/uploads/Prospectus-PDF/20-SMC.pdf
35	549	6	1	1	1	http://www.uos.edu.pk/uploads/Prospectus-PDF/20-SMC.pdf
36	590	6	2	1	1	http://www.uos.edu.pk/uploads/Prospectus-PDF/23-Chemistry.pdf
37	638	6	1	1	1	http://www.uos.edu.pk/uploads/Prospectus-PDF/25-EarthScience.pdf
38	639	6	3	1	1	http://www.uos.edu.pk/uploads/Prospectus-PDF/26-FoodScience.pdf
39	645	6	1	1	1	http://www.uos.edu.pk/uploads/Prospectus-PDF/26-FoodScience.pdf
40	661	6	3	1	1	http://www.uos.edu.pk/uploads/Prospectus-PDF/28-Physics.pdf
41	699	7	1	1	1	http://www.pu.edu.pk/search/detailed.asp
42	740	7	1	1	2	http://www.pu.edu.pk/search/detailed.asp
43	768	7	1	1	1	http://www.pu.edu.pk/search/detailed.asp
44	770	7	1	1	1	http://www.pu.edu.pk/search/detailed.asp
45	781	7	1	1	2	http://www.pu.edu.pk/search/detailed.asp
46	818	7	1	1	1	http://www.pu.edu.pk/search/detailed.asp
47	845	7	1	1	1	http://www.pu.edu.pk/search/detailed.asp
48	887	7	1	1	2	http://www.pu.edu.pk/search/detailed.asp
49	901	7	1	1	2	http://www.pu.edu.pk/search/detailed.asp
50	904	7	1	1	1	http://www.pu.edu.pk/search/detailed.asp
51	907	7	1	1	1	http://www.pu.edu.pk/search/detailed.asp
52	909	7	1	1	2	http://www.pu.edu.pk/search/detailed.asp
53	922	7	1	1	1	http://www.pu.edu.pk/search/detailed.asp
54	942	7	2	1	1	http://www.pu.edu.pk/search/detailed.asp
55	1004	7	2	1	1	http://www.pu.edu.pk/search/detailed.asp
56	1007	7	2	1	1	http://www.pu.edu.pk/search/detailed.asp
57	1012	7	2	1	1	http://www.pu.edu.pk/search/detailed.asp
58	1046	7	2	1	1	http://www.pu.edu.pk/search/detailed.asp
59	1059	7	3	1	1	http://www.pu.edu.pk/search/detailed.asp
60	1067	7	3	1	2	http://www.pu.edu.pk/search/detailed.asp
61	1070	7	3	1	1	http://www.pu.edu.pk/search/detailed.asp
62	1076	7	3	1	1	http://www.pu.edu.pk/search/detailed.asp
63	1113	7	4	1	1	http://www.pu.edu.pk/search/detailed.asp
64	1115	7	4	1	1	http://www.pu.edu.pk/search/detailed.asp
65	1116	7	4	1	1	http://www.pu.edu.pk/search/detailed.asp

66	1128	7	4	1	1	http://www.pu.edu.pk/search/detailed.asp
67	1141	7	4	1	1	http://www.pu.edu.pk/search/detailed.asp
68	1248	8	1	2	1	http://uol.edu.pk/wp-content/uploads/2010/06/Department-of-Technology.pdf
69	1264	8	1	2	1	http://uol.edu.pk/wp-content/uploads/2010/06/Institute-of-Molecular-Biology-Biotechnology.pdf
70	1301	8	1	2	1	http://uol.edu.pk/wp-content/uploads/2010/12/LBS_Prospectus.pdf
71	1304	8	1	2	2	http://uol.edu.pk/wp-content/uploads/2010/12/LBS_Prospectus.pdf
72	1344	8	1	2	1	http://uol.edu.pk/wp-content/uploads/2010/06/Department-of-Technology.pdf
72	1344	8	1	2	1	http://uol.edu.pk/wp-content/uploads/2010/06/Department-of-Technology.pdf
73	1374	10	1	1	1	http://www.uog.edu.pk/Academic%20Programme/Basic%20Sciecnes/Mathematics/faculty.htm
74	1380	10	1	1	2	http://www.uog.edu.pk/Academic%20Programme/Basic%20Sciecnes/Mathematics/faculty.htm
75	1437	10	1	1	2	http://www.uog.edu.pk/Academic%20Programme/Engineering/Engineering/faculty.htm
76	1465	10	1	1	2	http://www.uog.edu.pk/Academic%20Programme/Social%20Sciences/economics_faculty.htm
77	1474	10	1	1	2	http://www.uog.edu.pk/Academic%20Programme/Social%20Sciences/psychology_faculty.htm
78	1488	10	1	1	1	http://www.uog.edu.pk/Academic%20Programme/Social%20Sciences/statistics_faculty.htm
79	1489	10	1	1	1	http://www.uog.edu.pk/Academic%20Programme/Social%20Sciences/statistics_faculty.htm
80	1498	11	2	1	1	http://www.tuf.edu.pk/health_facluty.php?keyw=42
81	1515	11	1	1	1	http://www.tuf.edu.pk/engineering_facluty.php?keyw=47
82	1538	11	1	1	1	http://www.tuf.edu.pk/engineering_facluty.php?keyw=47
83	1543	11	2	1	1	http://www.tuf.edu.pk/management_stud.php?keyw=54
84	1552	11	1	1	2	http://www.tuf.edu.pk/management_stud.php?keyw=54
85	1576	12	4	1	1	http://www.uet.edu.pk/faculties/facultiesinfo/ee/index.html?RID=faculty
86	1609	12	4	1	1	http://www.uet.edu.pk/faculties/facultiesinfo/cs/index.html?RID=faculty
87	1614	12	2	1	1	http://www.uet.edu.pk/faculties/facultiesinfo/cs/index.html?RID=faculty
88	1643	12	4	1	1	http://www.uet.edu.pk/faculties/facultiesinfo/mechanical/index.html?RID=faculty
89	1649	12	2	1	1	http://www.uet.edu.pk/faculties/facultiesinfo/mechanical/index.html?RID=faculty
90	1679	12	1	1	2	http://www.uet.edu.pk/faculties/facultiesinfo/industrial_manufacturing/index.html?RID=faculty
90	1679	12	1	1	2	http://www.uet.edu.pk/faculties/facultiesinfo/industrial_manufacturing/index.html?RID=faculty

						ml?RID=faculty
91	1692	12	1	1	2	http://www.uet.edu.pk/faculties/facultiesinfo/mechatronics_control/index.html?RID=faculty
92	1701	12	4	1	1	http://www.uet.edu.pk/faculties/facultiesinfo/civil/index.html?RID=faculty
93	1740	12	1	1	1	http://www.uet.edu.pk/faculties/facultiesinfo/civil/index.html?RID=faculty
94	1792	12	1	1	1	http://www.uet.edu.pk/faculties/facultiesinfo/chemical/index.html?RID=faculty
95	1795	12	1	1	1	http://www.uet.edu.pk/faculties/facultiesinfo/chemical/index.html?RID=faculty
96	1796	12	1	1	2	http://www.uet.edu.pk/faculties/facultiesinfo/chemical/index.html?RID=faculty
97	1803	12	1	1	1	http://www.uet.edu.pk/faculties/facultiesinfo/polymer_process/index.html?RID=faculty
98	1806	12	1	1	1	http://www.uet.edu.pk/faculties/facultiesinfo/polymer_process/index.html?RID=faculty
99	1830	12	1	1	1	http://www.uet.edu.pk/faculties/facultiesinfo/mining/index.html?RID=faculty
100	1887	12	1	1	2	http://www.uet.edu.pk/faculties/facultiesinfo/architecture/index.html?RID=faculty
101	1892	12	1	1	1	http://www.uet.edu.pk/faculties/facultiesinfo/product_industrial_design/index.html?RID=faculty
102	1910	12	2	1	1	http://www.uet.edu.pk/faculties/facultiesinfo/mathematics/index.html?RID=faculty
103	1913	12	2	1	1	http://www.uet.edu.pk/faculties/facultiesinfo/mathematics/index.html?RID=faculty
104	1962	12	1	1	2	http://www.uet.edu.pk/faculties/facultiesinfo/islamic_studies/index.html?RID=faculty
105	1965	12	2	1	1	http://ibm-uet.edu.pk/faculty.html
106	1985	13	1	1	1	http://www.ue.edu.pk/education.asp
107	2048	13	2	1	2	http://www.ue.edu.pk/faculty.aspx
108	2052	13	1	1	2	http://www.ue.edu.pk/faculty.aspx
109	2066	13	1	1	2	http://www.ue.edu.pk/faculty.aspx
110	2076	13	1	1	2	http://www.ue.edu.pk/faculty.aspx
111	2092	14	2	2	1	http://www.ucp.edu.pk/management-studies/faculty-staff/faculty-staff.aspx#2
112	2095	14	2	2	1	http://www.ucp.edu.pk/management-studies/faculty-staff/faculty-staff.aspx#2
113	2097	14	2	2	1	http://www.ucp.edu.pk/management-studies/faculty-staff/faculty-staff.aspx#2
114	2099	14	4	2	1	http://www.ucp.edu.pk/management-studies/faculty-staff/faculty-staff.aspx#2
115	2150	14	1	2	1	http://www.ucp.edu.pk/information-technology/faculty-staff/faculty-staff.aspx#2
116	2175	14	1	2	2	http://www.ucp.edu.pk/commerce/faculty-staff/faculty-staff.aspx#2
117	2185	14	2	2	1	http://www.ucp.edu.pk/engineering/faculty-staff/faculty-staff.aspx#2

118	2194	14	1	2	1	http://www.ucp.edu.pk/engineering/faculty-staff/faculty-staff.aspx#2
119	2200	14	1	2	2	http://www.ucp.edu.pk/engineering/faculty-staff/faculty-staff.aspx#2
120	2209	14	1	2	2	http://www.ucp.edu.pk/law/faculty-staff/faculty-staff.aspx#2
121	2219	15	1	1	1	http://www.uaar.edu.pk/index.php?option=com_content&task=view&id=320&Itemid=42
122	2229	15	2	1	1	http://www.uaar.edu.pk/index.php?option=com_content&task=view&id=362&Itemid=40
123	2235	15	4	1	1	http://www.uaar.edu.pk/index.php?option=com_content&task=view&id=349&Itemid=37
124	2237	15	2	1	1	http://www.uaar.edu.pk/index.php?option=com_content&task=view&id=349&Itemid=37
125	2287	15	2	1	1	http://www.uaar.edu.pk/index.php?option=com_content&task=view&id=367&Itemid=41
125	2287	15	2	1	1	http://www.uaar.edu.pk/index.php?option=com_content&task=view&id=367&Itemid=41
126	2329	15	1	1	2	http://www.uaar.edu.pk/index.php?option=com_content&task=view&id=161&Itemid=108
127	2334	15	2	1	1	http://www.uaar.edu.pk/index.php?option=com_content&task=view&id=338&Itemid=57
128	2348	15	1	1	1	http://www.uaar.edu.pk/index.php?option=com_content&task=view&id=447&Itemid=56
129	2352	15	1	1	2	http://www.uaar.edu.pk/index.php?option=com_content&task=view&id=481&Itemid=55
130	2387	16	2	1	1	http://www.uaf.edu.pk/faculties/agri/depts/agri_entomology/ent_staff.html
131	2399	16	2	1	1	http://www.uaf.edu.pk/faculties/agri/depts/crop_physiology/cp_staff.html
132	2423	16	2	1	1	http://www.uaf.edu.pk/faculties/agri/depts/plant_breeding/pb_staff.html
133	2448	16	2	1	1	http://www.uaf.edu.pk/faculties/veterinary/depts/physiology_pharmacology/pp_staff.html
134	2467	16	4	1	1	http://www.uaf.edu.pk/faculties/veterinary/depts/clinical_medicine/cm_staff.html
135	2487	16	4	1	1	http://www.uaf.edu.pk/faculties/veterinary/depts/veterinary_parasitology/vp_staff.html
136	2490	16	1	1	1	http://www.uaf.edu.pk/faculties/veterinary/depts/veterinary_parasitology/vp_staff.html
137	2548	16	1	1	1	http://www.uaf.edu.pk/faculties/sciences/depts/physics/ph_staff.html
138	2553	16	2	1	1	http://www.uaf.edu.pk/faculties/sciences/depts/bms/bms_staff.html
139	2567	16	2	1	1	http://www.uaf.edu.pk/faculties/sciences/depts/zoology/zo_staff.html
140	2573	16	3	1	1	http://www.uaf.edu.pk/faculties/animal_husb/depts/animal_breeding/ab_staff.html

						ml
141	2581	16	3	1	1	http://www.uaf.edu.pk/faculties/animal_husb/depts/live_stock/live_staff.html
141	2581	16	3	1	1	http://www.uaf.edu.pk/faculties/animal_husb/depts/live_stock/live_staff.html
142	2594	16	2	1	1	http://www.uaf.edu.pk/faculties/agri_eng/depts/farm_machinery/fm_staff.html
143	2621	16	4	1	1	http://www.uaf.edu.pk/faculties/agri_eng/insts/food_science/food_staff.html
144	2646	16	1	1	1	http://www.uaf.edu.pk/faculties/agri_eco/depts/agri_economics/ae_staff.html
145	2668	16	1	1	1	http://www.uaf.edu.pk/faculties/agri_eco/depts/rural_soci/ru_staff.html
146	2692	16	1	1	2	http://www.uaf.edu.pk/directorates/div_education/depts/home_eco/eco_staff.html
147	2700	16	1	1	2	http://www.uaf.edu.pk/directorates/div_education/depts/home_eco/eco_staff.html
148	2754	17	1	2	1	http://www.superior.edu.pk/History.asp#
149	2790	17	1	2	1	http://www.superior.edu.pk/History.asp#
150	2801	17	1	2	2	http://www.superior.edu.pk/History.asp#
151	2806	17	1	2	2	http://www.superior.edu.pk/History.asp#
152	2853	17	1	2	1	http://www.superior.edu.pk/History.asp#
153	2863	17	1	2	1	http://www.superior.edu.pk/History.asp#
154	2877	17	1	2	1	http://www.superior.edu.pk/History.asp#
155	2886	17	1	2	1	http://www.superior.edu.pk/History.asp#
156	2899	17	1	2	1	http://www.superior.edu.pk/History.asp#
157	2919	17	1	2	2	http://www.superior.edu.pk/History.asp#
158	2922	17	1	2	1	http://www.superior.edu.pk/History.asp#
159	2957	17	1	2	1	http://www.superior.edu.pk/History.asp#
160	2970	17	1	2	1	http://www.superior.edu.pk/History.asp#
161	3015	18	2	1	1	http://www.ntu.edu.pk/sciences.html
162	3033	18	1	1	1	http://www.ntu.edu.pk/hum.html
163	3044	19	3	1	2	http://www.nca.edu.pk/finearts.htm
164	3047	19	2	1	1	http://www.nca.edu.pk/finearts.htm
165	3053	19	1	1	2	http://www.nca.edu.pk/finearts.htm
166	3064	19	3	1	1	http://www.nca.edu.pk/product.htm
167	3093	19	1	1	1	http://www.nca.edu.pk/music.htm
168	3102	19	2	1	1	http://www.nca.edu.pk/visualarts.htm
169	3104	19	2	1	1	http://www.nca.edu.pk/visualarts.htm
170	3126	19	1	1	1	http://www.nca.edu.pk/interior.htm
171	3156	20	1	2	2	http://www.mul.edu.pk/home/index.php?id=109
172	3161	20	1	2	1	http://www.mul.edu.pk/home/index.php?id=114
173	3187	20	1	2	2	http://www.mul.edu.pk/home/index.php?id=140

174	3197	21	4	2	1	http://www.lums.edu.pk/faculty/index.php
175	3221	21	3	2	1	http://www.lums.edu.pk/faculty/index.php
176	3266	21	2	2	1	http://www.lums.edu.pk/faculty/index.php
177	3271	21	2	2	1	http://www.lums.edu.pk/faculty/index.php
178	3302	22	4	2	1	http://www.lahoreschoolofeconomics.edu.pk/FacultyList.htm
179	3308	22	4	2	1	http://www.lahoreschoolofeconomics.edu.pk/FacultyList.htm
180	3330	22	2	2	2	http://www.lahoreschoolofeconomics.edu.pk/FacultyList.htm
181	3331	22	4	2	1	http://www.lahoreschoolofeconomics.edu.pk/FacultyList.htm
182	3332	22	2	2	1	http://www.lahoreschoolofeconomics.edu.pk/FacultyList.htm
183	3334	22	4	2	1	http://www.lahoreschoolofeconomics.edu.pk/FacultyList.htm
184	3358	24	3	1	2	http://www.kinnaird.edu.pk/faculty/e-language/literature
185	3386	24	1	1	2	http://www.kinnaird.edu.pk/faculty/fine-arts-department
186	3425	24	1	1	2	http://www.kinnaird.edu.pk/faculty/departments/psychology
187	3454	26	1	1	2	http://www.iub.edu.pk/teachers.php?id=23
188	3465	26	3	1	1	http://www.iub.edu.pk/teachers.php?id=16
189	3466	26	3	1	1	http://www.iub.edu.pk/teachers.php?id=17
190	3561	26	3	1	1	http://www.iub.edu.pk/teachers.php?id=28
191	3578	26	2	1	1	http://www.iub.edu.pk/teachers.php?id=17
192	3671	26	4	1	1	http://www.iub.edu.pk/teachers.php?id=9
193	3687	26	1	1	1	http://www.iub.edu.pk/teachers.php?id=18
194	3696	26	1	1	1	http://www.iub.edu.pk/teachers.php?id=31
195	3722	26	1	1	1	http://www.iub.edu.pk/teachers.php?id=45
196	3760	26	1	1	2	http://www.iub.edu.pk/teachers.php?id=30
197	3764	26	1	1	1	http://www.iub.edu.pk/teachers.php?id=34
198	3770	26	1	1	1	http://www.iub.edu.pk/teachers.php?id=40
199	3773	26	1	1	1	http://www.iub.edu.pk/teachers.php?id=43
200	3778	26	1	1	1	http://www.iub.edu.pk/teachers.php?id=48
201	3781	26	1	1	1	http://www.iub.edu.pk/teachers.php?id=51
202	3813	26	1	1	1	http://www.iub.edu.pk/teachers.php?id=22
203	3856	27	3	2	1	http://www.pakaims.edu.pk/dept_mgt.htm
204	3895	28	1	2	2	http://www.imperial.edu.pk/index.php?m=home&p=faculty
205	3915	30	1	1	1	http://www.gcu.edu.pk/Botn.htm#Faculty
206	3920	30	2	1	1	http://www.gcu.edu.pk/Bio_Tech.htm#Faculty
207	3932	30	2	1	2	http://www.gcu.edu.pk/Chem.htm#Faculty
208	3972	30	1	1	1	http://www.gcu.edu.pk/Math.htm#Faculty
209	3976	30	1	1	1	http://www.gcu.edu.pk/Math.htm#Faculty
210	3983	30	2	1	2	http://www.gcu.edu.pk/Bio_Tech.htm#Faculty

211	3984	30	2	1	1	http://www.gcu.edu.pk/Bio_Tech.htm#Faculty
212	4011	30	3	1	1	http://www.gcu.edu.pk/Zool.htm#Faculty
213	4016	30	1	1	1	http://www.gcu.edu.pk/Zool.htm#Faculty
214	4056	30	2	1	1	http://www.gcu.edu.pk/Phil.htm#Faculty
215	4063	30	1	1	2	http://www.gcu.edu.pk/Phil.htm#Faculty
216	4092	30	2	1	1	http://www.gcu.edu.pk/IsImStud.htm#Faculty
217	4093	30	2	1	1	http://www.gcu.edu.pk/IsImStud.htm#Faculty
218	4136	30	2	1	1	http://www.gcu.edu.pk/TeleCom.htm#Faculty
219	4164	31	2	1	1	http://gcuf.edu.pk/faculties/science-technology/chemistry/faculty/
220	4170	31	1	1	2	http://gcuf.edu.pk/faculties/science-technology/chemistry/faculty/
221	4194	31	1	1	2	http://gcuf.edu.pk/faculties/science-technology/environmental-sciences/faculty/
222	4199	31	1	1	2	http://gcuf.edu.pk/faculties/science-technology/geography/faculty/
223	4246	31	1	1	2	http://gcuf.edu.pk/faculties/science-technology/pharmacy/faculty/
224	4251	31	1	1	1	http://gcuf.edu.pk/faculties/science-technology/physics/faculty/
225	4253	31	1	1	2	http://gcuf.edu.pk/faculties/science-technology/physics/faculty/
226	4281	31	1	1	1	http://gcuf.edu.pk/faculties/science-technology/telocom-engineering/faculty/
227	4289	31	3	1	1	http://gcuf.edu.pk/faculties/science-technology/zoology/faculty/
228	4315	31	1	1	1	http://gcuf.edu.pk/faculties/arts-social-science/applied-psychology/faculty/
229	4342	31	1	1	2	http://gcuf.edu.pk/faculties/arts-social-science/english/faculty/
230	4366	31	1	1	2	http://gcuf.edu.pk/faculties/arts-social-science/pakistan-studies/faculty/
231	4367	31	1	1	1	http://gcuf.edu.pk/faculties/arts-social-science/pakistan-studies/faculty/
232	4394	31	1	1	2	http://gcuf.edu.pk/faculties/management-administrative-sciences/banking-finance/faculty/
233	4427	31	1	1	1	http://gcuf.edu.pk/faculties/islamic-oriental-learning/arabic/faculty/
234	4430	31	4	1	1	http://gcuf.edu.pk/faculties/islamic-oriental-learning/islamic-studies/faculty/
235	4510	38	3	2	1	http://www.hitecuni.edu.pk/menupages.php?pageid=18&page=ee-faculty
236	4580	36	1	2	2	http://www.bnu.edu.pk/index.php?option=com_content&view=article&id=105&Itemid=169
237	4591	36	4	2	1	http://www.bnu.edu.pk/index.php?option=com_content&view=article&id=119&Itemid=249
238	4602	25	2	1	2	http://www.kemu.edu.pk/anatomy.html
239	4664	25	2	1	1	http://www.kemu.edu.pk/pathology.html
240	4674	25	1	1	2	http://www.kemu.edu.pk/pathology.html
241	4718	25	2	1	2	http://www.kemu.edu.pk/paediatrics_unit1.html
242	4819	25	2	1	1	http://www.kemu.edu.pk/ophthalmology_unit2.html
243	4841	25	1	1	1	http://www.kemu.edu.pk/entunit1.html
244	4850	25	3	1	1	http://www.kemu.edu.pk/paediatric_surgery.html

245	4859	25	1	1	1	http://www.kemu.edu.pk/radiology.html
246	4865	25	1	1	2	http://www.kemu.edu.pk/radiology.html
247	4873	25	1	1	1	http://www.kemu.edu.pk/north_surgical_ward.html
248	4883	25	1	1	1	http://www.kemu.edu.pk/west_surgical_ward.html
249	4886	25	4	1	1	http://www.kemu.edu.pk/east_surgical_ward.html
250	4926	25	1	1	2	http://www.kemu.edu.pk/nursing_school.html
251	4931	25	1	1	2	http://www.kemu.edu.pk/nursing_school.html
252	4940	25	1	1	1	http://www.kemu.edu.pk/paramedical_school.html
253	4945	33	4	2	1	http://www.fccollege.edu.pk/faculty-directory/university-faculty/biological-sciences
254	4957	33	1	2	2	http://www.fccollege.edu.pk/faculty-directory/university-faculty/biological-sciences
255	4958	33	4	2	1	http://www.fccollege.edu.pk/faculty-directory/university-faculty/business
256	4999	33	3	2	1	http://www.fccollege.edu.pk/faculty-directory/university-faculty/economics
257	5003	33	2	2	1	http://www.fccollege.edu.pk/faculty-directory/university-faculty/economics
258	5006	33	1	2	2	http://www.fccollege.edu.pk/faculty-directory/university-faculty/economics
259	5008	33	4	2	1	http://www.fccollege.edu.pk/faculty-directory/university-faculty/education
260	5015	33	4	2	1	http://www.fccollege.edu.pk/faculty-directory/university-faculty/english
261	5030	33	2	2	2	http://www.fccollege.edu.pk/faculty-directory/university-faculty/english
262	5049	33	1	2	1	http://www.fccollege.edu.pk/faculty-directory/university-faculty/mass-communication
263	5097	33	4	2	1	http://www.fccollege.edu.pk/faculty-directory/university-faculty/religious-studies
264	5123	34	1	1	2	http://www.fjwu.edu.pk/faculty/fac.asp?id=5
265	5147	34	1	1	2	http://www.fjwu.edu.pk/faculty/fac.asp?id=6
266	5155	34	1	1	1	http://www.fjwu.edu.pk/faculty/fac.asp?id=14
267	5272	34	1	1	2	http://www.fjwu.edu.pk/faculty/fac.asp?id=25
268	5316	37	4	1	1	http://www.bzu.edu.pk/faculty/histfaculty.php
269	5322	37	4	1	1	http://www.bzu.edu.pk/faculty/geographyfaculty.php
270	5330	37	4	1	1	http://www.bzu.edu.pk/faculty/polscfaculty.php
271	5358	37	1	1	2	http://www.bzu.edu.pk/faculty/sociofaculty.php
272	5378	37	1	1	2	http://www.bzu.edu.pk/faculty/mcafaculty.php
273	5443	37	1	1	1	http://www.bzu.edu.pk/faculty/mathfaculty.php
274	5471	37	4	1	1	http://www.bzu.edu.pk/faculty/phyfaculty.php
275	5483	37	4	1	1	http://www.bzu.edu.pk/faculty/biotechfaculty.php
276	5559	37	4	1	1	http://www.bzu.edu.pk/faculty/isfaculty.php
277	5614	37	1	1	2	http://www.bzu.edu.pk/faculty/imsfaculty.php

278	5620	37	1	1	2	http://www.bzu.edu.pk/faculty/imsfaculty.php
279	5644	37	1	1	1	http://www.bzu.edu.pk/faculty/lawfaculty.php
280	5675	37	2	1	1	http://www.bzu.edu.pk/faculty/veterinaryfaculty.php
281	5722	37	2	1	1	http://www.bzu.edu.pk/faculty/enggfacylty.php
282	5835	3	1	1	2	http://www.uvas.edu.pk/academics/fapt/an/
283	5861	3	1	1	2	http://www.uvas.edu.pk/academics/fbs/ss/
284	5862	3	1	1	2	http://www.uvas.edu.pk/academics/fbs/ss/
285	5866	3	2	1	2	http://www.uvas.edu.pk/admission/undergraduate/pharm-d/staff.aspx
286	5874	3	3	1	1	http://www.uvas.edu.pk/ibbt/staff.aspx
287	5881	3	1	1	2	http://www.uvas.edu.pk/ibbt/staff.aspx
288	5886	3	1	1	2	http://www.uvas.edu.pk/ibbt/staff.aspx
289	5915	1	1	2	2	http://www.wecuw.edu.pk/index.php?option=com_contact&view=category&catid=44&Itemid=104
290	6017	23	1	1	2	http://www.lcwu.edu.pk/faculty_list.php?dept_id=30
291	6033	23	2	1	2	http://www.lcwu.edu.pk/faculty_list.php?dept_id=24
292	6035	23	1	1	2	http://www.lcwu.edu.pk/faculty_list.php?dept_id=26
293	6045	23	1	1	2	http://www.lcwu.edu.pk/faculty_list.php?dept_id=36
294	6053	23	1	1	2	http://www.lcwu.edu.pk/faculty_list.php?dept_id=28
295	6057	23	1	1	2	http://www.lcwu.edu.pk/faculty_list.php?dept_id=32
296	6059	23	1	1	2	http://www.lcwu.edu.pk/faculty_list.php?dept_id=34
297	6068	23	1	1	2	http://www.lcwu.edu.pk/faculty_list.php?dept_id=11
298	6069	23	1	1	2	http://www.lcwu.edu.pk/faculty_list.php?dept_id=12
299	6093	23	1	1	2	http://www.lcwu.edu.pk/faculty_list.php?dept_id=12
300	6100	23	1	1	2	http://www.lcwu.edu.pk/faculty_list.php?dept_id=32
301	6146	23	1	1	2	http://www.lcwu.edu.pk/faculty_list.php?dept_id=35
302	6161	23	1	1	2	http://www.lcwu.edu.pk/faculty_list.php?dept_id=18
303	6167	23	1	1	2	http://www.lcwu.edu.pk/faculty_list.php?dept_id=24
304	6185	23	1	1	2	http://www.lcwu.edu.pk/faculty_list.php?dept_id=36
305	6203	23	3	1	2	http://www.lcwu.edu.pk/faculty_list.php?dept_id=20
306	6205	23	2	1	2	http://www.lcwu.edu.pk/faculty_list.php?dept_id=22
307	6212	23	1	1	2	http://www.lcwu.edu.pk/faculty_list.php?dept_id=29
308	6229	23	1	1	2	http://www.lcwu.edu.pk/faculty_list.php?dept_id=9
309	6256	23	1	1	2	http://www.lcwu.edu.pk/faculty_list.php?dept_id=24
310	6296	23	1	1	2	http://www.lcwu.edu.pk/faculty_list.php?dept_id=26

Appendix V: Written permissions from Various Authorities at Pakistan for Primary Data Collections

From, Muhammad Ghafoor [M.M.Ghafoor@dundee.ac.uk]

Sent, Thursday, May 20, 2010 9:54 PM

To, Dr. Javaid R. Laghari

Subject, Request for permission

Respected Laghari, AOA

I am Muhammad Mudasar Ghafoor currently, doing PhD from University of Dundee, Scotland, United Kingdom and also working as Assistant Professor at Department of Commerce, University of the Punjab Gujranwala Campus. I want to conduct a primary research on Job Satisfaction, organizational commitment, organizational culture and staff motivation with references to academic staff of Pakistani universities. I have developed a questionnaire. This research is purely for study purpose. There is no need to mention any name, surname, telephone number and university name in questionnaire. I need your permission to conduct this study in our prestigious public and private universities. I am waiting for your reply.

Kind Regards,

Ghafoor

Reply from different authorities

From, "Dr. Javaid R. Laghari" jlaghari@hec.gov.pk

To, Muhammad Ghafoor

Dear Mr Ghafoor,

You do not need permission from the HEC and may pursue your research independently.

Javaid R. Laghari, PhD

Chairperson, Higher Education Commission

H9, Islamabad, Pakistan.

Tel, +92 51 90400100

Fax, +92 51 90400104

www.hec.gov.pk

www.laghari.org

From, Vice Chancellor University of Sargodha <vc@uos.edu.pk>

Dear Ghafoor Sahib

AoA

Thanks for ur mail. I am directed to inform you that the worthy Vice-Chancellor has very kindly been allowed your goodself to conduct the research survey at University of Sargodha.

Thanks and regards,

Muhammad Maqsood

SVC

From, muhammad abrar <abrarphd@gmail.com>

Dear Mr.Ghafoor

Yes u can.I am available here.

Dr.Muhammad Abrar

HEC approved Ph.D. supervisor (Marketing)
OFF,0092-41-9239007
0092-41-9200066-70 Ext, 146
Cell, 0092-345-7710058

Head of Department
Business Administration
Government College University
Faisalabad-Pakistan
URL,www.gcuf.edu.pk

From,Rector GIFT rector@gift.edu.pk

Permission is granted for the research questionnaire to be conducted at GIFT University. Mr Ghafoor may contact the Registrar and Mr Nadeem Mustafa in this regard.

Iqbal Tahir
Professor Dr Mohammad Iqbal Tahir
Rector
GIFT University, Gujranwala 52250
Pakistan
Tel, +92-(0)55-3892981, 3892982
Fax, +92-(0)55-3892980

From, "Dr. Syed Hijazi" hijazisyed@ucp.edu.pk
sure ..you are welcome

Dr. Syed Tahir Hijazi
Pro-Rector
University of Central Punjab,
Lahore.

From, Mian Sajid Nazir <sajidnazir2001@yahoo.com>

Dear Mr. GHafoor,

It is good to know about your research. To do study, you dont need my permission my dear. However, id so, you can do any type of research in CIIT lahore.

regards

Sajid

From,Ch Abdul Rehman a <ceo@superior.edu.pk>

Dear Muhammad Mudasar Ghafoor sb,

Thanks for your email on the subject. You may like to proceed with the research as indicated in your email. We wish you success and the best of luck in your academic endeavors.

Regards,

Prof. Dr. Ch. Abdul Rehman
Rector/CEO
Superior University,
Lahore.
Contact # +92 42 5330361-2

From, MOHSIN BUTT <mohsinbutt@hotmail.com>

Dear Mr. Ghafoor

I am pleased to inform you that the Vice chancellor of hITEC university has approved your request to collect data from our university. as a standard practice we will like to have your commitment that you will be using this data as an aggregate for your research. secondly you will be required to share the data set of our university with us. please feel free to contact with me during my office time

Muhammad Mohsin Butt
Chairman Management sciences Department

From, <vc@pu.edu.pk>

Dear Mr. Ghafoor,

Thank you for your email. I am directed by the Worthy Vice-Chancellor to inform you that the University of the Punjab has no objection on your research. You may carry on. Please send us the title of your Ph.D. synopsis / thesis for information of the Worthy Vice-Chancellor.

With regards

Secretary to Vice-Chancellor
University of the Punjab, Lahore.

From, Director Research <directorresearch@yahoo.com>

Dear Muhammad Ghafoor

Your request has been submitted to the Vice Chancellor for approval but during these days, the Vice Chancellor is out of Pakistan upto 13-06-2010.

Sincerely

Prof. Dr. Allah Bakhsh
Director Research
University of Agriculture, Faisalabad.

From, Director Research <directorresearch@yahoo.com>

Dear Mudasar Sahib

I feel pleasure to inform you that the Vice Chancellor has allowed you to conduct a primary research on Job Satisfaction, organizational culture and staff motivation with references to academic staff of Pakistan Universities on the questionnaire developed by him. This research is purely for study purpose and there will be no need to mention any name, surname, telephone number and university name in questionnaire without any financial liability of the University.

You may proceed accordingly.

Yours sincerely

Prof. Dr. Allah Bakhsh

Director Research/Focal Person,

University of Agriculture Faisalabad.

From, Rizwan Danish <rizwandanish@pugc.edu.pk>

Dear Mr. Ghafoor,

Your topic of research is very significant in general and specially in Pakistani context. I will feel pleasure to help you conduct this study as you have ensured anonymity and confidentiality. If you have developed a questionnaire you must pilot test it and indigenize it.

You are allowed to conduct this study and I will be waiting for the recommendations based on this research.

Regards

Rizwan Qaiser Danish

Chairman

Department of Business Administration,

Punjab University Gujranwala Campus

Appendix VI Skewness and Kurtosis values of Job Satisfaction, organizational commitment, organizational culture, work motivation and intention to leave Questionnaires

Job Satisfaction:	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	St. Error	Statistic	St. Error
1. The chance to work alone on the Job.	3.4582	1.08409	-.496	.141	-.587	.281
2. The Chance to do different things from time to time.	3.8763	.92399	-1.113	.141	1.361	.281
3. The chance to be somebody in the community.	3.5819	.90254	-.536	.141	-.223	.281
4. The way my boss handles his men.	3.5953	1.02655	-.474	.141	-.538	.281
5. The competence of my head of department in making decisions.	3.7625	1.05573	-.771	.141	.059	.281
6. Being able to do things that do not go against my conscious.	3.6622	.96739	-.555	.141	-.212	.281
7. The way my job provides me with steady employment.	3.6254	.93415	-.580	.141	-.066	.281
8. The chance to do things for others academic staff.	3.7023	.88331	-.674	.141	.307	.281
9. The chance to tell other staff what to do having supervisory role.	3.5819	.97750	-.449	.141	-.323	.281
10. The chance to do something that makes use of my abilities.	3.9766	.87630	-1.039	.141	1.248	.281
11. The way the universities policies are put into practice.	3.1137	1.15296	-.343	.141	-.806	.281
12. The amount of pay that I receive.	3.0836	1.15408	-.362	.141	-.912	.281
13. The amount of work that I do.	3.7960	.91695	-1.162	.141	1.423	.281
14. The chance for the opportunities of promotion in this job.	3.1773	1.17240	-.299	.141	-.967	.281
15. The freedom to use my own judgement.	3.4448	1.10192	-.404	.141	-.688	.281
16. The chance to try my own methods of doing the job.	3.6288	1.05199	-.657	.141	-.256	.281
17. The current working conditions.	3.3311	1.07476	-.511	.141	-.445	.281
18. The way my co-workers get along with each other.	3.5819	.93181	-.704	.141	.242	.281
19. The praise I get for doing a good job.	3.6890	.89756	-.607	.141	.141	.281
20. The feeling of accomplishment I get from the job.	3.8963	.83100	-.757	.141	.835	.281
21. Being able to keep busy all the time.	3.8662	.85265	-.525	.141	.099	.281
Valid N (list wise)=299						

Organizational Commitment:	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistics	St. Error	Statistics	St. Error
22. I am willing to put a great deal of effort beyond what is normally expected in order to help this institute be successful.	4.1773	.81842	-1.299	.141	2.713	.281
23. I talk up this university to my friends as a great university to work for.	3.789	.9227	-.575	.141	-.074	.281
24. I feel very little loyalty to this university.	2.0970	1.21261	.847	.141	-.499	.281
25. I would accept any type of job assignment in order to keep working for this university.	3.5217	1.09393	-.559	.141	-.454	.281
26. I find that my values and the university's values are very similar.	3.4482	1.02641	-.384	.141	-.254	.281
27. I am proud to tell others that I am a part of this university.	4.1371	.82205	-.989	.141	1.359	.281
28. I could just as well be working for a different university as long as the type of work was similar.	3.2408	1.04378	-.299	.141	-.535	.281
29. This university really inspires the very best in me in the way I meet job expectations.	3.5017	.98094	-.391	.141	-.378	.281
30. It would take very little change in my present circumstances to cause me to leave this university.	2.8796	1.07076	-.105	.141	-.785	.281
31. I am extremely glad that I chose this university to work for over others I was considering at the time I first time joined.	3.8328	.91527	-.614	.141	.144	.281
32. There's much to be gained by sticking with this university indefinitely.	3.6455	.87933	-.495	.141	.247	.281
33. Frequently, I agree with this university's policies on important matters relating to its academic staff.	3.1839	1.03768	-.284	.141	-.731	.281
34. I really care about the fate of this university.	4.1271	.78401	-1.069	.141	2.042	.281
35. For me this is the best of all possible universities for which to work.	3.5485	1.07449	-.478	.141	-.495	.281
36. Deciding to work for this university was a definite mistake on my part.	1.9599	1.07053	.906	.141	.055	.281
Valid N (list wise)= 299						

Organizational Culture:	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Competitiveness,37. My university focuses achievement orientated.	3.6154	.96372	-.682	.141	-.002	.281
38. My university emphases on quality in all aspects.	3.5953	1.01999	-.537	.141	-.560	.281
39. Being distinctive from others is the policy of my university.	3.5552	1.01307	-.580	.141	-.194	.281
40. Being competitive is the main goal of my university.	3.6923	1.00951	-.752	.141	.078	.281
41.Social Responsibility, My university cares about all stakeholders.	3.5151	.95306	-.582	.141	.212	.281
42. My university has a good reputation.	4.0736	.80764	-.904	.141	1.148	.281
43. I think our university is socially responsible.	3.9666	.81855	-.714	.141	.655	.281
44. My university has a clear guiding philosophy.	3.6120	.98478	-.390	.141	-.528	.281
45. Supportiveness, My university is team oriented.	3.4649	1.04654	-.384	.141	-.484	.281
46. My university shares information freely.	3.4682	1.01408	-.282	.141	-.668	.281
47. My university care general public.	3.7458	.99104	-.680	.141	.115	.281
48. My university collaborates with all stakeholders.	3.5418	.91635	-.440	.141	.082	.281
49. Innovation, My university concentrates on new ideas.	3.6856	.99739	-.869	.141	.313	.281
50. My university is quick to take advantage of opportunities.	3.6054	.95438	-.724	.141	.251	.281
51. My university does not hesitate in risk taking by investing in new projects.	3.3411	1.00202	-.222	.141	-.479	.281
52. All academic staff takes their individual responsibility.	3.5518	1.03940	-.590	.141	-.349	.281
53. Emphasis on Rewards, My university treats all academic staff on equal basis.	2.8863	1.21530	-.097	.141	-1.105	.281
54. My university provides opportunities for professional growth.	3.4582	1.02359	-.595	.141	-.177	.281
55. My university pays more for good performance.	2.7926	1.20839	-.043	.141	-1.077	.281
56. My university praises for good performance.	3.2341	1.19789	-.378	.141	-.851	.281
57. Performance Orientation, My university has high expectations for performance from academic staff.	3.9197	.83961	-.841	.141	1.108	.281
58. All academic staffs have enthusiasm for their jobs.	3.4013	.99973	-.426	.141	-.355	.281
59. My university is results oriented.	3.6689	.89784	-.838	.141	.666	.281
60. My university has a highly organized academic life.	3.4214	.99816	-.434	.141	-.383	.281
61. Stability, My university is not interested in opening new faculties.	2.3846	1.03750	.683	.141	-.045	.281
62. My university remains steady in all academic policies.	3.1371	.96825	-.256	.141	-.728	.281
63. University provides security of employment.	3.3278	1.06481	-.567	.141	-.360	.281
64. In my university, there is low conflict (disagreement on opinions) among academic staff.	2.9231	1.09488	.061	.141	-.758	.281
Valid N (list wise)= 299						

Work Motivation:	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
65. I put forth my best effort to get my job done regardless of the difficulties.	4.0870	.72755	-.661	.141	.624	.281
66. I am willing to start work early and stay late to finish a job.	3.7391	.96526	-.539	.141	-.342	.281
67. It has been hard for me to get very involved in my current job.	2.5385	1.08731	.571	.141	-.372	.281
68. I probably do not work as hard as others who do the same type of work.	2.1338	.92803	.796	.141	.356	.281
69. I do extra work for my job that is not really expected of me.	3.5318	1.06571	-.385	.141	-.614	.281
70. Time seems to drag (means do not pass) while I am on the job.	2.1873	1.13148	.871	.141	-.082	.281
Valid N (list wise)= 299						

Intention to Leave:	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
71. In the last few months, I have seriously thought about looking for a new job.	2.2876	1.21410	.657	.141	-.667	.281
72. Presently, I am actively searching for other job.	2.1973	1.18627	.839	.141	-.262	.281
73. I intend to leave the university in the near future.	2.1773	1.08622	.670	.141	-.300	.281
Valid N (listwise) = 299						

Appendix VII Composite Reliability of Model 1

$$\frac{(\sum \text{standardized loadings})^2}{(\sum \text{standardized loadings})^2 + \sum \text{measurement errors}}$$

Latent variable	Indicators	Standardized regression weight	Squared multiple correlation	1-squared multiple correlation	Composite reliability
ITL	ITL1	0.90	0.81	0.29	0.90
	ITL2	0.91	0.83	0.17	
	ITL3	0.84	0.71	0.29	
	sum	2.65	sum	0.75	
	Sum ²	7.02			
MF	MF4	0.51	0.26	0.74	0.80
	MF5	0.54	0.29	0.71	
	MF6	0.58	0.34	0.66	
	MF9	0.73	0.53	0.47	
	MF10	0.67	0.45	0.55	
	MF11	0.61	0.37	0.63	
	MF12	0.56	0.31	0.69	
	sum	4.20	sum	4.45	
	Sum ²	17.64			
HF	HF4	0.50	0.25	0.75	0.73
	HF5	0.71	0.50	0.50	
	HF6	0.66	0.44	0.56	
	HF7	0.72	0.52	0.68	
	sum	2.59	sum	2.49	
	sum ²	6.71			
AC	AC2	0.59	0.35	0.65	0.83
	AC4	0.62	0.38	0.62	
	AC5	0.68	0.46	0.54	
	AC6	0.77	0.59	0.41	
	AC7	0.66	0.44	0.56	
	AC9	0.69	0.48	0.52	
	sum	4.01	sum	3.30	
	sum ²	16.08			
C	C1	0.75	0.56	0.44	0.87
	C2	0.80	0.64	0.36	
	C3	0.81	0.66	0.34	
	C4	0.82	0.67	0.33	
	sum	3.18	sum	1.47	
	sum ²	10.11			
SR	SR1	0.66	0.44	0.56	
	SR2	0.69	0.48	0.52	

	SR3	0.72	0.52	0.48	0.80
	SR4	0.76	0.58	0.42	
	sum	2.83	sum	1.98	
	sum ²	8.01			
SP	SP1	0.73	0.53	0.47	0.84
	SP2	0.77	0.59	0.41	
	SP3	0.76	0.58	0.42	
	SP4	0.76	0.58	0.42	
	sum	3.02	sum	1.72	
	sum ²	9.12			
I	I1	0.82	0.67	0.33	0.84
	I2	0.81	0.66	0.34	
	I3	0.73	0.53	0.47	
	I4	0.64	0.41	0.59	
	sum	3.00	sum	1.73	
	sum ²	9.00			
ER	ER1	0.78	0.61	0.39	0.88
	ER2	0.78	0.61	0.39	
	ER3	0.81	0.66	0.34	
	ER4	0.86	0.74	0.26	
	sum	3.23	sum	1.38	
	sum ²	10.43			
PO	PO1	0.61	0.37	0.63	0.76
	PO2	0.63	0.40	0.60	
	PO3	0.69	0.48	0.52	
	PO4	0.74	0.55	0.45	
	sum	2.67	sum	2.20	
	sum ²	7.13			
WM	WM1	0.61	0.37	0.63	0.64
	WM2	0.53	0.28	0.72	
	WM4	0.55	0.30	0.70	
	WM6	0.52	0.27	0.73	
	sum	2.21	sum	2.78	
	sum ²	4.88			

Appendix VIII Analysis of Mean Differences of demographic characteristics

Gender and Job Satisfaction

Gender	Mean	N	Std. Deviation
Male	76.6201	179	10.17768
Female	73.6833	120	10.74376
Total	75.4415	299	10.49028

Age and Job satisfaction

Age	Mean	N	Std. Deviation
20-30 Years	74.8175	126	10.54469
31-40 Years	75.2065	92	10.58875
41-50 Years	75.1163	43	10.97662
51 and Above	78.6216	37	9.40848
Total	75.4415	299	10.49028

Qualification and Job satisfaction

Qualification	Mean	N	Std. Deviation
Bachelor (Hon. Degree)	71.2667	30	10.99822
Master	74.6848	92	10.39329
MPhil	75.0777	103	10.53443
PhD	78.5811	74	9.66424
Total	75.4415	299	10.49028

Teaching experience and Job satisfaction

Teaching Experience	Mean	N	Std. Deviation
0-5 Years	74.8261	161	10.36555
6-10 Years	73.8000	60	11.12609
11-15 Years	77.7500	20	9.99408
16 and Above	78.0517	58	9.97967
Total	75.4415	299	10.49028

Designation and job satisfaction

Designation	Mean	N	Std. Deviation
Lecturer	74.5174	172	10.29590
Assistant Professor	73.7250	80	11.00285
Associate Professor	80.5000	24	8.67280
Professor	83.0435	23	6.89847
Total	75.4415	299	10.49028

Job status and job satisfaction

Job Status	Mean	N	Std. Deviation
Permanent	76.1401	207	10.88308
Contractual	73.8556	90	9.48394
Tenure Track System	74.5000	2	7.77817
Total	75.4415	299	10.49028

Net Monthly Salary and job satisfaction

Net Monthly Salary	Mean	N	Std. Deviation
Less than Rs. 30,000/-	73.4118	51	10.55685
Rs. 30,001 to 60,000/-	74.0629	143	10.83111
Rs. 60,001 to 90,000/-	76.9853	68	9.95736
Rs. 90,001 and Above	80.7297	37	7.89039
Total	75.4415	299	10.49028

University considered as and job satisfaction

Your university is considered as.	Mean	N	Std. Deviation
Public	74.9481	231	10.40346
Private	77.1176	68	10.68760
Total	75.4415	299	10.49028

Appendix IX Correlation of facets of job satisfaction (pay-HF6, opportunities for promotion-MF8, supervision-HF1 and co-workers relationshi-HF8) with job satisfaction and organizational commitment

			HF6	MF8	HF1	HF8	Job satisfaction	Organizational commitment
Spearman's rho	HF6	Correlation Coefficient	1.000	.425**	.101*	.256**	.472**	.312**
		Sig. (1-tailed)	.	.000	.040	.000	.000	.000
		N	299	299	299	299	299	299
	MF8	Correlation Coefficient	.425**	1.000	.164**	.144**	.512**	.281**
		Sig. (1-tailed)	.000	.	.002	.006	.000	.000
		N	299	299	299	299	299	299
	HF1	Correlation Coefficient	.101*	.164**	1.000	.256**	.540**	.280**
		Sig. (1-tailed)	.040	.002	.	.000	.000	.000
		N	299	299	299	299	299	299
	HF8	Correlation Coefficient	.256**	.144**	.256**	1.000	.387**	.311**
		Sig. (1-tailed)	.000	.006	.000	.	.000	.000
		N	299	299	299	299	299	299
	Job Satisfaction	Correlation Coefficient	.472**	.512**	.540**	.387**	1.000	.596**
		Sig. (1-tailed)	.000	.000	.000	.000	.	.000
		N	299	299	299	299	299	299
	Organizational Commitment	Correlation Coefficient	.312**	.281**	.280**	.311**	.596**	1.000
		Sig. (1-tailed)	.000	.000	.000	.000	.000	.
		N	299	299	299	299	299	299

** . Correlation is significant at the 0.01 level (1-tailed), * . Correlation is significant at the 0.05 level (1-tailed).

Appendix X Partial correlations of facets of job satisfaction (pay-HF6, opportunities for promotion-MF8, supervision-HF1 and co-workers relationship-HF8) with job satisfaction and organizational commitment

Control Variables			HF6	Job satisfaction	Organizational commitment
HF8 & HF1 & MF8	HF6	Correlation	1.000	.306	.178
		Significance (1-tailed)	.	.000	.001
		df	0	294	294
	Job Satisfaction	Correlation	.306	1.000	.484
		Significance (1-tailed)	.000	.	.000
		df	294	0	294
	Organizational Commitment	Correlation	.178	.484	1.000
		Significance (1-tailed)	.001	.000	.
		df	294	294	0

Control Variables			Job satisfaction	Organizational commitment	MF8
HF1 & HF6 & HF8	Job satisfaction	Correlation	1.000	.470	.381
		Significance (1-tailed)	.	.000	.000
		df	0	294	294
	Organizational commitment	Correlation	.470	1.000	.132
		Significance (1-tailed)	.000	.	.012
		df	294	0	294
	MF8	Correlation	.381	.132	1.000
		Significance (1-tailed)	.000	.012	.
		df	294	294	0

Control Variables			Job Satisfaction	Organizational Commitment	HF1
HF6 & HF8 & MF8	Job Satisfaction	Correlation	1.000	.486	.509
		Significance (1-tailed)	.	.000	.000
		df	0	294	294
	Organizational Commitment	Correlation	.486	1.000	.195
		Significance (1-tailed)	.000	.	.000
		df	294	0	294
	HF1	Correlation	.509	.195	1.000
		Significance (1-tailed)	.000	.000	.
		df	294	294	0

Control Variables			Job satisfaction	Organizational Commitment	HF8
HF6 & MF8 & HF1	Job Satisfaction	Correlation	1.000	.489	.288
		Significance (1-tailed)	.	.000	.000
		df	0	294	294
	Organizational Commitment	Correlation	.489	1.000	.205
		Significance (1-tailed)	.000	.	.000
		df	294	0	294
	HF8	Correlation	.288	.205	1.000
		Significance (1-tailed)	.000	.000	.
		df	294	294	0

Appendix XI Correlation between organizational commitment, organizational culture, work motivation, intention to leave with job satisfaction.

Variables			Organizational Commitment	Organizational culture	Work Motivation	Intention To Leave	Job Satisfaction
Spearman's rho	Organizational Commitment	Correlation Coefficient	1.000	.671 **	.311 **	-.501 **	.596 **
		Sig. (1-tailed)	.	.000	.000	.000	.000
		N	299	299	299	299	299
	Organizational Culture	Correlation Coefficient	.671 **	1.000	.191 **	-.323 **	.693 **
		Sig. (1-tailed)	.000	.	.000	.000	.000
		N	299	299	299	299	299
	Work Motivation	Correlation Coefficient	.311 **	.191 **	1.000	-.156 **	.290 **
		Sig. (1-tailed)	.000	.000	.	.003	.000
		N	299	299	299	299	299
	Intention to Leave	Correlation Coefficient	-.501 **	-.323 **	-.156 **	1.000	-.332 **
		Sig. (1-tailed)	.000	.000	.003	.	.000
		N	299	299	299	299	299
	Job Satisfaction	Correlation Coefficient	.596 **	.693 **	.290 **	-.332 **	1.000
		Sig. (1-tailed)	.000	.000	.000	.000	.
		N	299	299	299	299	299

** . Correlation is significant at the 0.01 level (1-tailed).

Appendix XII Partial Correlations between organizational commitment, organizational culture, work motivation, intention to leave with job satisfaction.

Control Variables			Organizational Commitment	Job satisfaction
Organizational Culture, work Motivation & Intention to Leave	Organizational Commitment	Correlation	1.000	.176
		Significance (1-tailed)	.	.001
		df	0	294
	Job Satisfaction	Correlation	.176	1.000
		Significance (1-tailed)	.001	.
		df	294	0

Control Variables			Job Satisfaction	Organizational Culture
Work Motivation, Intention to leave & Organizational Commitment	Job Satisfaction	Correlation	1.000	.509
		Significance (1-tailed)	.	.000
		df	0	294
	Organizational culture	Correlation	.509	1.000
		Significance (1-tailed)	.000	.
		df	294	0

Control Variables			Job Satisfaction	Work Motivation
Intention to leave, organizational commitment & organizational Culture	Job satisfaction	Correlation	1.000	.163
		Significance (1-tailed)	.	.003
		df	0	294
	Work Motivation	Correlation	.163	1.000
		Significance (1-tailed)	.003	.
		df	294	0

Control Variables			Job Satisfaction	Intention to Leave
Organizational commitment, organizational Culture & Work Motivation	Job Satisfaction	Correlation	1.000	-.098
		Significance (1-tailed)	.	.047
		df	0	294
	Intention to Leave	Correlation	-.098	1.000
		Significance (1-tailed)	.047	.
		df	294	0

Appendix XIII Correlation of facets of Motivator Factors (MF) with Job Satisfaction

[illegible]

MF8	Correlation Coefficient	-.068	-.003	.183**	.155**	.164**	.193**	.177**	1.000	.372**	.236**	.188**	.147**	.128*	.512**
	Sig. (1-tailed)	.121	.480	.001	.004	.002	.000	.001	.	.000	.000	.001	.006	.014	.000
	N	299	299	299	299	299	299	299	299	299	299	299	299	299	299
MF9	Correlation Coefficient	.250**	.254**	.070	.277**	.369**	.405**	.342**	.372**	1.000	.694**	.409**	.417**	.300**	.661**
	Sig. (1-tailed)	.000	.000	.115	.000	.000	.000	.000	.000	.	.000	.000	.000	.000	.000
	N	299	299	299	299	299	299	299	299	299	299	299	299	299	299
MF10	Correlation Coefficient	.249**	.290**	.068	.221**	.279**	.364**	.295**	.236**	.694**	1.000	.357**	.396**	.345**	.630**
	Sig. (1-tailed)	.000	.000	.122	.000	.000	.000	.000	.000	.000	.	.000	.000	.000	.000
	N	299	299	299	299	299	299	299	299	299	299	299	299	299	299
MF11	Correlation Coefficient	.186**	.223**	.041	.382**	.316**	.328**	.266**	.188**	.409**	.357**	1.000	.511**	.269**	.559**
	Sig. (1-tailed)	.001	.000	.240	.000	.000	.000	.000	.001	.000	.000	.	.000	.000	.000
	N	299	299	299	299	299	299	299	299	299	299	299	299	299	299
MF12	Correlation Coefficient	.196**	.259**	.127*	.223**	.225**	.268**	.268**	.147**	.417**	.396**	.511**	1.000	.398**	.502**
	Sig. (1-tailed)	.000	.000	.014	.000	.000	.000	.000	.006	.000	.000	.000	.	.000	.000
	N	299	299	299	299	299	299	299	299	299	299	299	299	299	299
MF13	Correlation Coefficient	.103*	.144**	.037	.196**	.159**	.213**	.214**	.128*	.300**	.345**	.269**	.398**	1.000	.390**
	Sig. (1-tailed)	.038	.006	.263	.000	.003	.000	.000	.014	.000	.000	.000	.000	.	.000
	N	299	299	299	299	299	299	299	299	299	299	299	299	299	299
Job satisfaction	Correlation Coefficient	.325**	.356**	.294**	.465**	.469**	.510**	.492**	.512**	.661**	.630**	.559**	.502**	.390**	1.000
	Sig. (1-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.
	N	299	299	299	299	299	299	299	299	299	299	299	299	299	299

** . Correlation is significant at the 0.01 level (1-tailed).

* . Correlation is significant at the 0.05 level (1-tailed).

Appendix XIV Partial correlations of facets of Motivator Factors (MF) with Job Satisfaction

Control Variables			MF1	Job satisfaction
MF2 & MF3 & MF4 & MF5 & MF6 & MF7 & MF8 & MF9 & MF10 & MF11 & MF12 & MF13	MF1	Correlation	1.000	.264
		Significance (1-tailed)	.	.000
		df	0	285
	Job satisfaction	Correlation	.264	1.000
		Significance (1-tailed)	.000	.
		df	285	0

Control Variables			Job satisfaction	MF2
MF3 & MF4 & MF5 & MF6 & MF7 & MF8 & MF9 & MF10 & MF11 & MF12 & MF13 & MF1	Job satisfaction	Correlation	1.000	.236
		Significance (1-tailed)	.	.000
		df	0	285
	MF2	Correlation	.236	1.000
		Significance (1-tailed)	.000	.
		df	285	0

Control Variables			Job satisfaction	MF3
MF4 & MF5 & MF6 & MF7 & MF8 & MF9 & MF10 & MF11 & MF12 & MF13 & MF1 & MF2	Job satisfaction	Correlation	1.000	.246
		Significance (1-tailed)	.	.000
		df	0	285
	MF3	Correlation	.246	1.000
		Significance (1-tailed)	.000	.
		df	285	0

Control Variables			Job satisfaction	MF4
MF5 & MF6 & MF7 & MF8 & MF9 & MF10 & MF11 & MF12 & MF13 & MF1 & MF2 & MF3	Job satisfaction	Correlation	1.000	.270
		Significance (1-tailed)	.	.000
		df	0	285
	MF4	Correlation	.270	1.000
		Significance (1-tailed)	.000	.
		df	285	0

Control Variables			Job satisfaction	MF5
MF6 & MF7 & MF8 & MF9 & MF10 & MF11 & MF12 & MF13 & MF1 & MF2 & MF3 & MF4	Job satisfaction	Correlation	1.000	.162
		Significance (1-tailed)	.	.003
		df	0	285
	MF5	Correlation	.162	1.000
		Significance (1-tailed)	.003	.
		df	285	0

Control Variables			Job satisfaction	MF6
MF7 & MF8 & MF9 & MF10 & MF11 & MF12 & MF13 & MF1 & MF2 & MF3 & MF4 & MF5	Job satisfaction	Correlation	1.000	.235
		Significance (1-tailed)	.	.000
		df	0	285
	MF6	Correlation	.235	1.000
		Significance (1-tailed)	.000	.
		df	285	0

Control Variables			Job satisfaction	MF7
MF8 & MF9 & MF10 & MF11 & MF12 & MF13 & MF1 & MF2 & MF3 & MF4 & MF5 & MF6	Job satisfaction	Correlation	1.000	.405
		Significance (1-tailed)	.	.000
		df	0	285
	MF7	Correlation	.405	1.000
		Significance (1-tailed)	.000	.
		df	285	0

Control Variables			Job satisfaction	MF8
MF9 & MF10 & MF11 & MF12 & MF13 & MF1 & MF2 & MF3 & MF4 & MF5 & MF6 & MF7	Job satisfaction	Correlation	1.000	.477
		Significance (1-tailed)	.	.000
		df	0	285
	MF8	Correlation	.477	1.000
		Significance (1-tailed)	.000	.
		df	285	0

Control Variables			Job satisfaction	MF9
MF10 & MF11 & MF12 & MF13 & MF1 & MF2 & MF3 & MF4 & MF5 & MF6 & MF7 & MF8	Job satisfaction	Correlation	1.000	.181
		Significance (1-tailed)	.	.001
		df	0	285
	MF9	Correlation	.181	1.000
		Significance (1-tailed)	.001	.
		df	285	0

Control Variables			Job satisfaction	MF10
MF11 & MF12 & MF13 & MF1 & MF2 & MF3 & MF4 & MF5 & MF6 & MF7 & MF8 & MF9	Job satisfaction	Correlation	1.000	.393
		Significance (1-tailed)	.	.000
		df	0	285
	MF10	Correlation	.393	1.000
		Significance (1-tailed)	.000	.
		df	285	0

Control Variables			Job satisfaction	MF11
MF12 & MF13 & MF1 & MF2 & MF3 & MF4 & MF5 & MF6 & MF7 & MF8 & MF9 & MF10	Job satisfaction	Correlation	1.000	.424
		Significance (1-tailed)	.	.000
		df	0	285
	MF11	Correlation	.424	1.000
		Significance (1-tailed)	.000	.
		df	285	0

Control Variables			Job satisfaction	MF12
MF13 & MF1 & MF2 & MF3 & MF4 & MF5 & MF6 & MF7 & MF8 & MF9 & MF10 & MF11	Job satisfaction	Correlation	1.000	.191
		Significance (1-tailed)	.	.001
		df	0	285
	MF12	Correlation	.191	1.000
		Significance (1-tailed)	.001	.
		df	285	0

Control Variables			Job satisfaction	MF13
MF1 & MF2 & MF3 & MF4 & MF5 & MF6 & MF7 & MF8 & MF9 & MF10 & MF11 & MF12	Job satisfaction	Correlation	1.000	.255
		Significance (1-tailed)	.	.000
		df	0	285
	MF13	Correlation	.255	1.000
		Significance (1-tailed)	.000	.
		df	285	0

Appendix XV Correlation of facets of Hygiene Factors (HF) with Job Satisfaction

Facets			HF1	HF2	HF3	HF4	HF5	HF6	HF7	HF8	Job satisfaction
Spearman's rho	HF1	Correlation Coefficient	1.000	.561**	.213**	.123*	.196**	.101*	.249**	.256**	.540**
		Sig. (1-tailed)	.	.000	.000	.016	.000	.040	.000	.000	.000
		N	299	299	299	299	299	299	299	299	299
	HF2	Correlation Coefficient	.561**	1.000	.318**	.149**	.164**	.142**	.250**	.164**	.513**
		Sig. (1-tailed)	.000	.	.000	.005	.002	.007	.000	.002	.000
		N	299	299	299	299	299	299	299	299	299
	HF3	Correlation Coefficient	.213**	.318**	1.000	.287**	.160**	.096*	.229**	.043	.515**
		Sig. (1-tailed)	.000	.000	.	.000	.003	.049	.000	.230	.000
		N	299	299	299	299	299	299	299	299	299
	HF4	Correlation Coefficient	.123*	.149**	.287**	1.000	.302**	.323**	.357**	.220**	.497**
		Sig. (1-tailed)	.016	.005	.000	.	.000	.000	.000	.000	.000
		N	299	299	299	299	299	299	299	299	299
	HF5	Correlation Coefficient	.196**	.164**	.160**	.302**	1.000	.461**	.461**	.212**	.563**
		Sig. (1-tailed)	.000	.002	.003	.000	.	.000	.000	.000	.000
		N	299	299	299	299	299	299	299	299	299
	HF6	Correlation Coefficient	.101*	.142**	.096*	.323**	.461**	1.000	.481**	.256**	.472**
		Sig. (1-tailed)	.040	.007	.049	.000	.000	.	.000	.000	.000
		N	299	299	299	299	299	299	299	299	299
	HF7	Correlation Coefficient	.249**	.250**	.229**	.357**	.461**	.481**	1.000	.359**	.614**
		Sig. (1-tailed)	.000	.000	.000	.000	.000	.000	.	.000	.000
		N	299	299	299	299	299	299	299	299	299
	HF8	Correlation Coefficient	.256**	.164**	.043	.220**	.212**	.256**	.359**	1.000	.387**
		Sig. (1-tailed)	.000	.002	.230	.000	.000	.000	.000	.	.000
		N	299	299	299	299	299	299	299	299	299
	Job satisfaction	Correlation Coefficient	.540**	.513**	.515**	.497**	.563**	.472**	.614**	.387**	1.000
		Sig. (1-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.
		N	299	299	299	299	299	299	299	299	299

** . Correlation is significant at the 0.01 level (1-tailed).

* . Correlation is significant at the 0.05 level (1-tailed).

Appendix XVI Partial correlations of facets of Hygiene Factors (HF) with Job Satisfaction

Control Variables			HF1	Job satisfaction
HF2 & HF3 & HF4 & HF5 & HF6 & HF7 & HF8	HF1	Correlation	1.000	.375
		Significance (1-tailed)	.	.000
		df	0	290
	Job satisfaction	Correlation	.375	1.000
		Significance (1-tailed)	.000	.
		df	290	0

Control Variables			Job satisfaction	HF2
HF3 & HF4 & HF5 & HF6 & HF7 & HF8 & HF1	Job satisfaction	Correlation	1.000	.212
		Significance (1-tailed)	.	.000
		df	0	290
	HF2	Correlation	.212	1.000
		Significance (1-tailed)	.000	.
		df	290	0

Control Variables			Job satisfaction	HF3
HF4 & HF5 & HF6 & HF7 & HF8 & HF1 & HF2	Job satisfaction	Correlation	1.000	.497
		Significance (1-tailed)	.	.000
		df	0	290
	HF3	Correlation	.497	1.000
		Significance (1-tailed)	.000	.
		df	290	0

Control Variables			Job satisfaction	HF4
HF5 & HF6 & HF7 & HF8 & HF1 & HF2 & HF3	Job satisfaction	Correlation	1.000	.278
		Significance (1-tailed)	.	.000
		df	0	290
	HF4	Correlation	.278	1.000
		Significance (1-tailed)	.000	.
		df	290	0

Control Variables			Job satisfaction	HF5
HF6 & HF7 & HF8 & HF1 & HF2 & HF3 & HF4	Job satisfaction	Correlation	1.000	.308
		Significance (1-tailed)	.	.000
		df	0	290
	HF5	Correlation	.308	1.000
		Significance (1-tailed)	.000	.
		df	290	0

Control Variables			Job satisfaction	HF6
HF7 & HF8 & HF1 & HF2 & HF3 & HF4 & HF5	Job satisfaction	Correlation	1.000	.204
		Significance (1-tailed)	.	.000
		df	0	290
	HF6	Correlation	.204	1.000
		Significance (1-tailed)	.000	.
		df	290	0

Control Variables			Job satisfaction	HF7
HF8 & HF1 & HF2 & HF3 & HF4 & HF5 & HF6	Job satisfaction	Correlation	1.000	.306
		Significance (1-tailed)	.	.000
		df	0	290
	HF7	Correlation	.306	1.000
		Significance (1-tailed)	.000	.
		df	290	0

Control Variables			Job satisfaction	HF8
HF1 & HF2 & HF3 & HF4 & HF5 & HF6 & HF7	Job satisfaction	Correlation	1.000	.243
		Significance (1-tailed)	.	.000
		df	0	290
	HF8	Correlation	.243	1.000
		Significance (1-tailed)	.000	.
		df	290	0

Appendix XVII Correlation of Facets of Affective Commitment (AC) with Job Satisfaction

Questions			AC1	AC2	AC3	AC4	AC5	AC6	AC7	AC8	AC9	Job satisfaction
Spearman's rho	AC1	Correlation Coefficient	1.000	.375**	.137**	.110*	.241**	.104*	.184**	.305**	.175**	.271**
		Sig. (1-tailed)	.	.000	.009	.029	.000	.036	.001	.000	.001	.000
		N	299	299	299	299	299	299	299	299	299	299
	AC2	Correlation Coefficient	.375**	1.000	.338**	.335**	.395**	.468**	.465**	.172**	.385**	.445**
		Sig. (1-tailed)	.000	.	.000	.000	.000	.000	.000	.001	.000	.000
		N	299	299	299	299	299	299	299	299	299	299
	AC3	Correlation Coefficient	.137**	.338**	1.000	.352**	.279**	.378**	.372**	.146**	.234**	.253**
		Sig. (1-tailed)	.009	.000	.	.000	.000	.000	.000	.006	.000	.000
		N	299	299	299	299	299	299	299	299	299	299
	AC4	Correlation Coefficient	.110*	.335**	.352**	1.000	.385**	.504**	.372**	.277**	.355**	.379**
		Sig. (1-tailed)	.029	.000	.000	.	.000	.000	.000	.000	.000	.000
		N	299	299	299	299	299	299	299	299	299	299
	AC5	Correlation Coefficient	.241**	.395**	.279**	.385**	1.000	.441**	.490**	.429**	.446**	.423**
		Sig. (1-tailed)	.000	.000	.000	.000	.	.000	.000	.000	.000	.000
		N	299	299	299	299	299	299	299	299	299	299
	AC6	Correlation Coefficient	.104*	.468**	.378**	.504**	.441**	1.000	.573**	.239**	.501**	.558**
		Sig. (1-tailed)	.036	.000	.000	.000	.000	.	.000	.000	.000	.000
		N	299	299	299	299	299	299	299	299	299	299
	AC7	Correlation Coefficient	.184**	.465**	.372**	.372**	.490**	.573**	1.000	.248**	.474**	.475**
		Sig. (1-tailed)	.001	.000	.000	.000	.000	.000	.	.000	.000	.000
		N	299	299	299	299	299	299	299	299	299	299
	AC8	Correlation Coefficient	.305**	.172**	.146**	.277**	.429**	.239**	.248**	1.000	.389**	.301**
		Sig. (1-tailed)	.000	.001	.006	.000	.000	.000	.000	.	.000	.000
		N	299	299	299	299	299	299	299	299	299	299
	AC9	Correlation Coefficient	.175**	.385**	.234**	.355**	.446**	.501**	.474**	.389**	1.000	.443**
		Sig. (1-tailed)	.001	.000	.000	.000	.000	.000	.000	.000	.	.000
		N	299	299	299	299	299	299	299	299	299	299
	Job satisfaction	Correlation Coefficient	.271**	.445**	.253**	.379**	.423**	.558**	.475**	.301**	.443**	1.000
		Sig. (1-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.
		N	299	299	299	299	299	299	299	299	299	299

** . Correlation is significant at the 0.01 level (1-tailed).

* . Correlation is significant at the 0.05 level (1-tailed).

Appendix XVIII Partial correlation of Affective Commitment (AC) with job satisfaction

Control Variables			AC1	Job satisfaction
AC2 & AC3 & AC4 & AC5 & AC6 & AC7 & AC8 & AC9	AC1	Correlation	1.000	.124
		Significance (1-tailed)	.	.017
		df	0	289
	Job satisfaction	Correlation	.124	1.000
		Significance (1-tailed)	.017	.
		df	289	0

Control Variables			Job satisfaction	AC2
AC3 & AC4 & AC5 & AC6 & AC7 & AC8 & AC9 & AC1	Job satisfaction	Correlation	1.000	.113
		Significance (1-tailed)	.	.027
		df	0	289
	AC2	Correlation	.113	1.000
		Significance (1-tailed)	.027	.
		df	289	0

Control Variables			Job satisfaction	AC3
AC4 & AC5 & AC6 & AC7 & AC8 & AC9 & AC1 & AC2	Job satisfaction	Correlation	1.000	-.046
		Significance (1-tailed)	.	.219
		df	0	289
	AC3	Correlation	-.046	1.000
		Significance (1-tailed)	.219	.
		df	289	0

Control Variables			Job satisfaction	AC4
AC5 & AC6 & AC7 & AC8 & AC9 & AC1 & AC2 & AC3	Job satisfaction	Correlation	1.000	.078
		Significance (1-tailed)	.	.093
		df	0	289
	AC4	Correlation	.078	1.000
		Significance (1-tailed)	.093	.
		df	289	0

Control Variables			Job satisfaction	AC5
AC6 & AC7 & AC8 & AC9 & AC1 & AC2 & AC3 & AC4	Job satisfaction	Correlation	1.000	.068
		Significance (1-tailed)	.	.122
		df	0	289
	AC5	Correlation	.068	1.000
		Significance (1-tailed)	.122	.
		df	289	0

Control Variables			Job satisfaction	AC6
AC7 & AC8 & AC9 & AC1 & AC2 & AC3 & AC4 & AC5	Job satisfaction	Correlation	1.000	.278
		Significance (1-tailed)	.	.000
		df	0	289
	AC6	Correlation	.278	1.000
		Significance (1-tailed)	.000	.
		df	289	0

Control Variables			Job satisfaction	AC7
AC8 & AC9 & AC1 & AC2 & AC3 & AC4 & AC5 & AC6	Job satisfaction	Correlation	1.000	.146
		Significance (1-tailed)	.	.006
		df	0	289
	AC7	Correlation	.146	1.000
		Significance (1-tailed)	.006	.
		df	289	0

Control Variables			Job satisfaction	AC8
AC9 & AC1 & AC2 & AC3 & AC4 & AC5 & AC6 & AC7	Job satisfaction	Correlation	1.000	.074
		Significance (1-tailed)	.	.104
		df	0	289
	AC8	Correlation	.074	1.000
		Significance (1-tailed)	.104	.
		df	289	0

Control Variables			Job satisfaction	AC9
AC1 & AC2 & AC3 & AC4 & AC5 & AC6 & AC7 & AC8	Job satisfaction	Correlation	1.000	.093
		Significance (1-tailed)	.	.057
		df	0	289
	AC9	Correlation	.093	1.000
		Significance (1-tailed)	.057	.
		df	289	0

Appendix XIX Correlation of Motivator Factors, Hygiene Factors and Affective Commitment with Job Satisfaction

			Motivator Factors	Hygiene Factors	Affective Commitment	Job Satisfaction
Spearman's rho	Motivator Factors	Correlation Coefficient	1.000	.584**	.548**	.910**
		Sig. (1-tailed)	.	.000	.000	.000
		N	299	299	299	299
	Hygiene Factors	Correlation Coefficient	.584**	1.000	.552**	.859**
		Sig. (1-tailed)	.000	.	.000	.000
		N	299	299	299	299
	Affective Commitment	Correlation Coefficient	.548**	.552**	1.000	.612**
		Sig. (1-tailed)	.000	.000	.	.000
		N	299	299	299	299
	Job Satisfaction	Correlation Coefficient	.910**	.859**	.612**	1.000
		Sig. (1-tailed)	.000	.000	.000	.
		N	299	299	299	299

**, Correlation is significant at the 0.01 level (1-tailed).

Appendix XX Percentage of satisfied, dissatisfied and neutral Academic Staff

Level of Satisfaction	Lecturers	Assistant Professors	Associate Professors	Professors	Total
1	2	2	0	0	4
% with in	1.16%	2.50%	0	0	1.34%
2	95	39	8	3	145
% with in	55.24%	48.75%	33.33%	13.04%	48.49%
3	75	39	16	20	150
% with in	43.60%	48.75%	66.67%	86.96%	50.17%
Total	172	80	24	23	299

Appendix XXI Complete information about the findings of Independent sample t-test

Independent Samples Test										
In last twelve months, how many papers you published in National or International Journals?	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Job satisfaction	Equal variances assumed	.008	.928	-1.919	284	.056	-2.46477	1.28440	-4.99292	.06337
	Equal variances not assumed			-1.946	241.815	.053	-2.46477	1.26688	-4.96030	.03075

Independent Samples Test										
In last twelve months, how many papers you published with sole authorship in National or International Journals?	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Job satisfaction	Equal variances assumed	3.066	.081	-1.501	286	.135	-2.28233	1.52071	-5.27553	.71087
	Equal variances not assumed			-1.699	118.215	.092	-2.28233	1.34298	-4.94174	.37709

Independent Samples Test										
In the last twelve months, how many papers have you refereed for national or international journals?		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Job satisfaction	Equal variances assumed	.549	.459	-.662	285	.508	-.87758	1.32530	-3.48620	1.73104
	Equal variances not assumed			-.687	203.561	.493	-.87758	1.27649	-3.39441	1.63925

Independent Samples Test

How many MPhil students you are currently supervising?		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
jobsatisf	Equal variances assumed	.001	.981	-.642	260	.521	-1.10732	1.72453	-4.50315	2.28851
	Equal variances not assumed			-.635	62.906	.528	-1.10732	1.74357	-4.59167	2.37703

Independent Samples Test

In the last twelve months, how many PhD student you are currently supervising?		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
jobsatisf	Equal variances assumed	1.461	.228	-2.542	277	.012	-5.55370	2.18475	-9.85451	-1.25289
	Equal variances not assumed			-3.198	32.913	.003	-5.55370	1.73681	-9.08763	-2.01977

Independent Samples Test

In the last twelve months, how many MPhil theses have you examined?		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
jobsatisf	Equal variances assumed	.294	.588	.216	281	.829	.32952	1.52443	-2.67122	3.33027
	Equal variances not assumed			.229	98.568	.819	.32952	1.43894	-2.52579	3.18484

Independent Samples Test

In the last twelve months, how many PhD theses have you examined?		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
jobsatisf	Equal variances assumed	6.775	.010	-2.497	291	.013	-5.64493	2.26034	-10.09362	-1.19624
	Equal variances not assumed			-3.183	29.137	.003	-5.64493	1.77357	-9.27154	-2.01831

Independent Samples Test

In the last five years, have you been awarded any funds for research?		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
jobsatisf	Equal variances assumed	.305	.581	2.614	297	.009	3.60692	1.37992	.89125	6.32258
	Equal variances not assumed			2.588	127.510	.011	3.60692	1.39378	.84897	6.36486

Independent Samples Test

If yes, how much funds for research you been awarded (Currency in Pakistani Rs.).	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
jobsatisf	Equal variances assumed	4.465	.039	-.976	62	.333	-3.28054	3.36140	-9.99988	3.43879
	Equal variances not assumed			-1.255	28.519	.220	-3.28054	2.61430	-8.63130	2.07021

Independent Samples Test

In the last twelve months, how many Master or Honours Level internship reports have you supervised?		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
jobsatisf	Equal variances assumed	.763	.383	.931	265	.353	1.25516	1.34800	-1.39899	3.90932
	Equal variances not assumed			.918	194.060	.360	1.25516	1.36725	-1.44141	3.95174

Independent Samples Test

In the last twelve months, have you received any teacher training?		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
jobsatisf	Equal variances assumed	.272	.602	.083	296	.934	.10364	1.25204	-2.36040	2.56768
	Equal variances not assumed			.084	254.234	.933	.10364	1.22850	-2.31569	2.52298

Independent Samples Test

Have you received any teaching award from the university?		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
jobsatisf	Equal variances assumed	6.314	.013	1.516	297	.131	2.56710	1.69299	-.76468	5.89889
	Equal variances not assumed			1.856	75.137	.067	2.56710	1.38293	-.18775	5.32195

Independent Samples Test

Are you interested in writing books?		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
jobsatisf	Equal variances assumed	.013	.908	1.866	297	.063	2.44324	1.30901	-.13286	5.01934
	Equal variances not assumed			1.876	176.664	.062	2.44324	1.30260	-.12743	5.01390

Independent Samples Test

If yes, how many books have you written in last five years?		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
jobsatisf	Equal variances assumed	.834	.362	-2.513	280	.013	-4.92825	1.96141	-8.78923	-1.06727
	Equal variances not assumed			-2.867	43.003	.006	-4.92825	1.71880	-8.39452	-1.46198

Independent Samples Test

Have you got any National or International awards?		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
jobsatisf	Equal variances assumed	.032	.858	-.707	297	.480	-1.18972	1.68286	-4.50157	2.12212
	Equal variances not assumed			-.719	63.434	.475	-1.18972	1.65385	-4.49424	2.11479

Independent Samples Test

Do you think your university is moving upward or downward side according to the overall performance with in Pakistan?		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
jobsatisf	Equal variances assumed	3.381	.067	6.877	203	.000	13.81556	2.00900	9.85437	17.77674
	Equal variances not assumed			5.888	28.592	.000	13.81556	2.34647	9.01351	18.61760

Independent Samples Test

Independent Samples Test										
Have you been turned down from a Selection Board at your university?		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
jobsatisf	Equal variances assumed	.530	.467	-.682	241	.496	-1.47222	2.15793	-5.72303	2.77858
	Equal variances not assumed			-.633	31.598	.531	-1.47222	2.32622	-6.21293	3.26849

Appendix XXII Description of Indicator variables

Construct	Item	Description	Scale
Intention to Leave	ITL1	In the last few months, I have seriously thought about looking for a new job	Likert (5)
	ITL2	Presently, I am actively searching for other job	Likert (5)
	ITL3	I intend to leave the university in the near future	Likert (5)
Job Satisfaction:			
Motivator Factors	MF1	The chance to work alone on the job	Likert (5)
	MF2	The chance to do different things from time to time	Likert (5)
	MF3	The chance to be “somebody” in the community	Likert (5)
	MF4	The chance to do things for other academic staff	Likert (5)
	MF5	The chance to tell other staff what to do having supervisory role	Likert (5)
	MF6	The chance to do something that makes use of my abilities	Likert (5)
	MF7	The amount of work that I do	Likert (5)
	MF8	The chance for the opportunities of promotion in this job	Likert (5)
	MF9	The freedom to use my own judgement	Likert (5)
	MF10	The chance to try my own methods of doing the job	Likert (5)
	MF11	The praise I get for doing a good job	Likert (5)
	MF12	The feeling of accomplishment I get from the job	Likert (5)
	MF13	Being able to keep busy all the time	Likert (5)
Hygiene Factors	HF1	The way my boss handles his men	Likert (5)
	HF2	The competence of my head of department in making decisions	Likert (5)
	HF3	Being able to do things that do not go against my conscience	Likert (5)
	HF4	The way my job provides me with steady employment	Likert (5)
	HF5	The way the universities policies are put into practice	Likert (5)
	HF6	The amount of pay that I receive	Likert (5)
	HF7	The current working conditions	Likert (5)
	HF8	The way my co-workers get along with each other	Likert (5)
Organizational Commitment:			
Affective Commitment	AC1	I am willing to put a great deal of effort beyond what is normally expected in order to help this institute be successful	Likert (5)
	AC2	I talk up this university to my friends as a great university to work for	Likert (5)
	AC3	I would accept any type of job assignment in order to keep working for this university	Likert (5)
	AC4	I find that my values and the university's values are very similar	Likert (5)
	AC5	I am proud to tell others that I am a part of this university	Likert (5)

AC6	This university really inspires the very best in me in the way I meet job expectations	Likert (5)
AC7	I am extremely glad that I chose this university to work for over others I was considering at the time I first time joined	Likert (5)
AC8	I really care about the fate of this university	Likert (5)
AC9	For me this is the best of all possible universities for which to work	Likert (5)

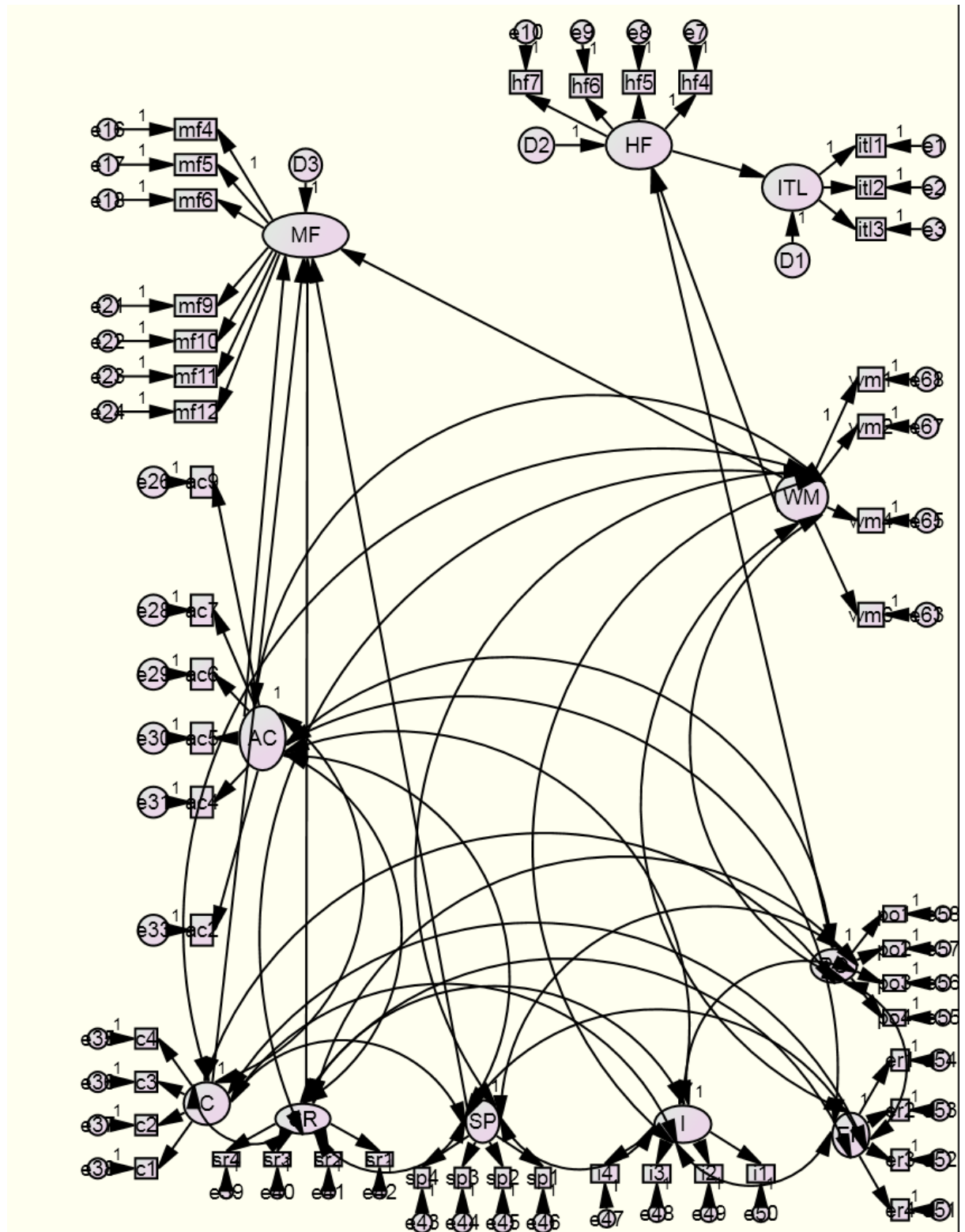
Organizational Culture:

Competitiveness	C1	My university focuses achievement orientated	Likert (5)
	C2	My university emphasizes on quality in all aspects	Likert (5)
	C3	Being distinctive from others is the policy of my university	Likert (5)
	C4	Being competitive is the main goal of my university	Likert (5)
Social Responsibility	SR1	My university cares about all stakeholders	Likert (5)
	SR2	My university has a good reputation	Likert (5)
	SR3	I think our university is socially responsible	Likert (5)
	SR4	My university has a clear guiding philosophy	Likert (5)
Supportiveness	SP1	My university is team oriented	Likert (5)
	SP2	My university shares information freely	Likert (5)
	SP3	My university care general public	Likert (5)
	SP4	My university collaborates with all stakeholders	Likert (5)
Innovation	I1	My university concentrates on new ideas	Likert (5)
	I2	My university is quick to take advantage of opportunities	Likert (5)
	I3	My university does not hesitate in risk taking by investing in new projects	Likert (5)
	I4	All academic staff takes their individual responsibility	Likert (5)
Emphasis on Reward	ER1	My university treats all academic staff on equal basis	Likert (5)
	ER2	My university provides opportunities for professional growth	Likert (5)
	ER3	My university pays more for good performance	Likert (5)
	ER4	My university praises for good performance	Likert (5)
Performance Orientation	PO1	My university has high expectations for performance from academic staff	Likert (5)
	PO2	All academic staffs have enthusiasm for their jobs	Likert (5)
	PO3	My university is results oriented	Likert (5)
	PO4	My university has a highly organized academic life	Likert (5)
Stability	S1	My university is not interested in opening new faculties	Likert (5)
	S2	My university remains steady in all academic policies	Likert (5)
	S3	University provides security of employment	Likert (5)
	S4	In my university, there is low conflict (disagreement on opinions) among academic staff	Likert (5)

Work Motivation	WM1	I put forth my best effort to get my job done regardless of the difficulties	Likert (5)
	WM2	I am willing to start work early and stay late to finish a job	Likert (5)
	WM3	It has been hard for me to get very involved in my current job	Likert (5)
	WM4	I probably do not work as hard as others who do the same type of work	Likert (5)
	WM5	I do extra work for my job that is not really expected of me	Likert (5)
	WM6	Time seems to drag (means do not pass) while I am on the job	Likert (5)

It offers the constructs, questions with the help constructs will be measured; description of each questions and last column shows the scale

Appendix XXIII Measurement model 1, its statistics and goodness of fit indices.



Regression Weights: (Group number 1 - Default model)

		Estimate	S.E.	C.R.	P	Label
HF	<--- WM	-.368	.092	-4.006	***	
HF	<--- PO	.389	.052	7.505	***	
MF	<--- AC	.206	.073	2.822	.005	
ITL	<--- HF	-1.007	.184	-5.477	***	
MF	<--- WM	.363	.104	3.496	***	
MF	<--- C	.171	.072	2.395	.017	
MF	<--- SR	-.299	.161	-1.859	.063	
MF	<--- SP	.219	.101	2.170	.030	
itl1	<--- ITL	1.000				
itl2	<--- ITL	.985	.044	22.333	***	
itl3	<--- ITL	.836	.042	19.822	***	
wm1	<--- WM	1.000				
wm2	<--- WM	1.154	.182	6.342	***	
wm4	<--- WM	.822	.127	6.499	***	
wm6	<--- WM	.801	.128	6.273	***	
hf7	<--- HF	1.650	.214	7.695	***	
hf6	<--- HF	1.615	.219	7.373	***	
hf5	<--- HF	1.747	.228	7.651	***	
hf4	<--- HF	1.000				
mf12	<--- MF	1.038	.148	6.999	***	
mf11	<--- MF	1.217	.166	7.343	***	
mf10	<--- MF	1.568	.203	7.730	***	
mf9	<--- MF	1.787	.222	8.051	***	
mf6	<--- MF	1.131	.158	7.139	***	
mf5	<--- MF	1.167	.172	6.805	***	
mf4	<--- MF	1.000				
ac2	<--- AC	.544	.051	10.598	***	
ac4	<--- AC	.630	.057	11.137	***	
ac5	<--- AC	.561	.044	12.754	***	
ac6	<--- AC	.755	.050	15.054	***	
ac7	<--- AC	.601	.050	12.136	***	
ac9	<--- AC	.742	.057	12.973	***	
c1	<--- C	.720	.049	14.642	***	
c2	<--- C	.809	.051	15.964	***	
c3	<--- C	.814	.050	16.271	***	
c4	<--- C	.823	.050	16.613	***	
sr1	<--- SR	.632	.051	12.407	***	
sr2	<--- SR	.558	.043	13.091	***	
sr3	<--- SR	.585	.043	13.711	***	
sr4	<--- SR	.750	.050	14.953	***	
sp1	<--- SP	.758	.054	13.911	***	
sp2	<--- SP	.782	.051	15.206	***	

			Estimate	S.E.	C.R.	P	Label
sp3	<---	SP	.747	.051	14.698	***	
sp4	<---	SP	.693	.047	14.773	***	
i1	<---	I	.817	.049	16.714	***	
i2	<---	I	.769	.047	16.331	***	
i3	<---	I	.732	.052	14.174	***	
i4	<---	I	.659	.056	11.756	***	
po1	<---	PO	.512	.046	11.143	***	
po2	<---	PO	.624	.054	11.465	***	
po3	<---	PO	.619	.048	13.013	***	
po4	<---	PO	.736	.052	14.248	***	
er1	<---	ER	.945	.061	15.532	***	
er2	<---	ER	.795	.051	15.507	***	
er3	<---	ER	.977	.059	16.442	***	
er4	<---	ER	1.023	.057	17.878	***	

Standardized Regression Weights: (Group number 1 - Default model)

			Estimate
HF	<---	WM	-.347
HF	<---	PO	.831
MF	<---	AC	.457
ITL	<---	HF	-.431
MF	<---	WM	.356
MF	<---	C	.380
MF	<---	SR	-.663
MF	<---	SP	.485
itl1	<---	ITL	.903
itl2	<---	ITL	.910
itl3	<---	ITL	.843
wm1	<---	WM	.608
wm2	<---	WM	.529
wm4	<---	WM	.550
wm6	<---	WM	.520
hf7	<---	HF	.720
hf6	<---	HF	.656
hf5	<---	HF	.710
hf4	<---	HF	.502
mf12	<---	MF	.564
mf11	<---	MF	.612
mf10	<---	MF	.673
mf9	<---	MF	.732
mf6	<---	MF	.583
mf5	<---	MF	.539

	Estimate
mf4 <--- MF	.511
ac2 <--- AC	.590
ac4 <--- AC	.615
ac5 <--- AC	.683
ac6 <--- AC	.771
ac7 <--- AC	.658
ac9 <--- AC	.692
c1 <--- C	.748
c2 <--- C	.795
c3 <--- C	.805
c4 <--- C	.816
sr1 <--- SR	.664
sr2 <--- SR	.692
sr3 <--- SR	.716
sr4 <--- SR	.763
sp1 <--- SP	.725
sp2 <--- SP	.773
sp3 <--- SP	.755
sp4 <--- SP	.757
i1 <--- I	.820
i2 <--- I	.808
i3 <--- I	.731
i4 <--- I	.635
po1 <--- PO	.611
po2 <--- PO	.625
po3 <--- PO	.690
po4 <--- PO	.738
er1 <--- ER	.779
er2 <--- ER	.778
er3 <--- ER	.810
er4 <--- ER	.855

Covariances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
PO <--> ER	.818	.032	25.756	***	
I <--> ER	.785	.032	24.498	***	
SP <--> I	.811	.032	25.523	***	
SR <--> SP	.884	.028	31.787	***	
C <--> SR	.846	.030	28.483	***	
AC <--> C	.760	.035	21.530	***	
AC <--> SR	.813	.034	23.859	***	
AC <--> SP	.661	.044	14.868	***	
AC <--> I	.685	.042	16.257	***	

	Estimate	S.E.	C.R.	P	Label
AC <--> ER	.640	.044	14.583	***	
AC <--> PO	.787	.036	21.897	***	
WM <--> AC	.118	.036	3.315	***	
C <--> SP	.781	.034	23.252	***	
C <--> I	.777	.033	23.393	***	
C <--> ER	.643	.042	15.189	***	
C <--> PO	.757	.037	20.536	***	
WM <--> C	.106	.035	3.055	.002	
SR <--> I	.764	.037	20.476	***	
SR <--> ER	.589	.049	12.078	***	
SR <--> PO	.757	.040	19.034	***	
WM <--> SR	.166	.037	4.475	***	
SP <--> ER	.648	.043	14.983	***	
SP <--> PO	.718	.041	17.374	***	
WM <--> SP	.115	.036	3.227	.001	
I <--> PO	.876	.028	31.462	***	
WM <--> I	.111	.035	3.147	.002	
WM <--> ER	-.015	.034	-.439	.661	
WM <--> PO	.128	.037	3.456	***	

Correlations: (Group number 1 - Default model)

	Estimate
PO <--> ER	.818
I <--> ER	.785
SP <--> I	.811
SR <--> SP	.884
C <--> SR	.846
AC <--> C	.760
AC <--> SR	.813
AC <--> SP	.661
AC <--> I	.685
AC <--> ER	.640
AC <--> PO	.787
WM <--> AC	.268
C <--> SP	.781
C <--> I	.777
C <--> ER	.643
C <--> PO	.757
WM <--> C	.241
SR <--> I	.764
SR <--> ER	.589
SR <--> PO	.757
WM <--> SR	.376

	Estimate
SP <--> ER	.648
SP <--> PO	.718
WM <--> SP	.260
I <--> PO	.876
WM <--> I	.251
WM <--> ER	-.034
WM <--> PO	.290

Variances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
AC	1.000				
C	1.000				
SR	1.000				
SP	1.000				
I	1.000				
PO	1.000				
ER	1.000				
WM	.195	.042	4.682	***	
D2	.078	.022	3.567	***	
D1	.975	.105	9.301	***	
D3	.086	.023	3.726	***	
e1	.272	.039	7.000	***	
e2	.240	.037	6.556	***	
e3	.340	.036	9.482	***	
e68	.333	.037	9.055	***	
e67	.669	.066	10.129	***	
e65	.303	.031	9.874	***	
e63	.338	.033	10.227	***	
e10	.555	.060	9.245	***	
e9	.756	.075	10.143	***	
e8	.656	.070	9.406	***	
e7	.651	.058	11.300	***	
e24	.469	.042	11.120	***	
e23	.502	.046	10.808	***	
e22	.604	.059	10.266	***	
e21	.561	.059	9.491	***	
e18	.505	.046	11.007	***	
e17	.676	.060	11.253	***	
e16	.575	.050	11.384	***	
e33	.553	.049	11.318	***	
e31	.653	.058	11.198	***	
e30	.359	.033	10.744	***	
e29	.389	.040	9.732	***	

	Estimate	S.E.	C.R.	P	Label
e28	.474	.043	10.936	***	
e26	.600	.056	10.670	***	
e38	.407	.039	10.547	***	
e37	.382	.038	9.958	***	
e36	.360	.037	9.787	***	
e35	.339	.035	9.578	***	
e42	.506	.046	11.095	***	
e41	.339	.031	10.897	***	
e40	.325	.030	10.685	***	
e39	.403	.040	10.129	***	
e46	.517	.049	10.539	***	
e45	.413	.041	9.955	***	
e44	.422	.041	10.208	***	
e43	.357	.035	10.173	***	
e50	.325	.034	9.426	***	
e49	.316	.033	9.686	***	
e48	.465	.044	10.696	***	
e47	.643	.057	11.332	***	
e58	.440	.039	11.338	***	
e57	.607	.054	11.268	***	
e56	.421	.039	10.853	***	
e55	.452	.044	10.386	***	
e54	.579	.056	10.250	***	
e53	.412	.040	10.261	***	
e52	.501	.051	9.783	***	
e51	.385	.044	8.728	***	

Model Fit Summary

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	132	2349.678	1044	.000	2.251
Saturated model	1176	.000	0		
Independence model	48	8968.323	1128	.000	7.951

RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	.068	.742	.709	.659
Saturated model	.000	1.000		
Independence model	.323	.166	.130	.159

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.738	.717	.835	.820	.833
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	.926	.683	.771
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

NCP

Model	NCP	LO 90	HI 90
Default model	1305.678	1168.838	1450.197
Saturated model	.000	.000	.000
Independence model	7840.323	7542.028	8145.177

FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	7.885	4.381	3.922	4.866
Saturated model	.000	.000	.000	.000
Independence model	30.095	26.310	25.309	27.333

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.065	.061	.068	.000
Independence model	.153	.150	.156	.000

AIC

Model	AIC	BCC	BIC	CAIC
Default model	2613.678	2665.630	3102.136	3234.136
Saturated model	2352.000	2814.843	6703.722	7879.722
Independence model	9064.323	9083.214	9241.944	9289.944

ECVI

Model	ECVI	LO 90	HI 90	MECVI
Default model	8.771	8.312	9.256	8.945
Saturated model	7.893	7.893	7.893	9.446
Independence model	30.417	29.416	31.440	30.481

HOELTER

Model	HOELTER .05	HOELTER .01
Default model	143	147
Independence model	41	42

Appendix XXIV Measurement Model 2

The formation and execution of measurement model 2 is exactly same as the measurement model 1. CFA was run to consider the indicators whose loading were above corresponding criterion values. Table 5.15 demonstrates the reliability, convergent validity and goodness of fit indices of measurement model 2.

Table 5.15 Reliability and Convergent validity of the Measurement model 2

Factor	Item	Convergent validity		Reliability			
		Factor loading (robust t-value)	Loading average	Cronbach's α	CR	AVE	
Intention to Leave	ITL1	0.90		0.89	0.91	0.91	0.78
	ITL2	0.91	(22.19)				
	ITL3	0.85	(19.98)				
Job Satisfaction:	MF9	0.81	(7.82)	0.65	0.72	0.75	0.45
	MF10	0.80	(7.81)				
	MF11	0.50	(6.22)				
	HF7	0.49					
Organizational Commitment:							
Affective Commitment	AC6	0.81	(15.24)	0.71	0.75	0.76	0.51
	AC7	0.66	(11.72)				
	AC9	0.66	(11.82)				
Organizational Culture	C3	0.72	(13.70)	0.72	0.88	0.88	0.52
	C4	0.76	(14.82)				
	SR4	0.67	(12.65)				
	SP2	0.70	(13.39)				
	I1	0.79	(15.68)				
	I2	0.72	(13.85)				
	ER4	0.66	(12.35)				

Note: CR = Composite Reliability; AVE= Average variance extracted

X^2 (114df) = 351.28 (P < 0.01)	Goodness of fit indices			
	NFI	CFI	IFI	RMSEA
	0.87	0.91	0.91	0.08

Table 5.15 illustrated the statistics and goodness of fit indices of measurement model 2. The findings of CFA are submitted that our measurement model 2 offers good fit model on the basis of several fit statistics and goodness of fit indices (X^2 (114df) = 351.28 (P < 0.01); RMSEA = 0.08; NFI= 0.87; CFI= 0.91; IFI = 0.91). The values of factor loading

were above the acceptable criteria of > 0.50 . Likewise, the cronbach's alpha and composite reliability values of all constructs were greater than the acceptable value 0.70. Moreover, there was not any problem with the values of average variance extracted as standard value is > 0.50 . As far as goodness of fit indices of measurement model 2 are concerned, the chi-square value is normal and the p value is < 0.01 which shows data is perfectly fit for this study.⁶²¹ The values of NFI, CFI and IFI are quite higher than the acceptable value 0.90.⁶²² Moreover, the result of RSMEA is 0.08 which shows the model is good fit.⁶²³ Overall we may say the values of reliability, validity and goodness of fit indices of measurement model 2 are acceptable and model is perfect fit. Having reviewed the reliability, validity and indices of the measurement model 2, the subsequent section offers the hypothesis testing of measurement model 2.

Table 5.16 Hypothesis Testing of measurement model 2

Hypothesis structural relation	Standardized beta	t-value	Results
H1 Affective Commitment \longrightarrow Job Satisfaction	0.41**	3.46	Accepted
H2 Organizational Culture \longrightarrow Job Satisfaction	0.24*	2.25	Accepted
H3 Job Satisfaction \longrightarrow Intention to Leave	-0.69**	-4.96	Accepted

$X^2(114) = 351.28$, $P = .00$, $NFI = 0.87$, $IFI = 0.91$, $CFI = 0.91$ $RMSEA = (90\% CI) = 0.08$ (0.07, 0.09) ** $P < 0.01$; * $P < 0.05$

The findings of measurement model 2 suggested moderate, positive influence of affective commitment ($\beta = 0.41$; $p < 0.01$) and organizational culture ($\beta = 0.24$; $p < 0.05$) on job satisfaction. Moreover, the result of third hypothesis permits strong, negative influence of job satisfaction ($\beta = -0.69$; $p < 0.01$) on intention to leave. Overall the

⁶²¹G. Garson, "Structural equation modeling example using Win AMOS", [online], Retrieved from North Carolina State University, (2005), Available from: <http://www2.chass.ncsu.edu/garson>.

⁶²²D. Hooper, J. Coughlan and M. R. Mullen, "Structural Equation Modelling: Guidelines for Determining Model Fit", *The Electronic Journal of Business Research Method*, Volume 6, Issue 1, (2008): 53-60.

⁶²³B. Byrne, *Structural Equation Modelling with LISREL, PRELIS, and SIMPLIS: Basic concepts, applications and programming*, (Mahwah, NJ: Erlbaum, 1998) in A. C. Costa, "The role of trust for the functioning of teams in organisations", *Delft University of Technology Department of Product Innovation and Management, Landbergstraat 15, 2628 CE Delft, the Netherlands*, 6.

relationship of affective commitment is comparatively more significant than organizational culture with job satisfaction. Having reviewed the results of hypothesis, the following section describes the theoretical discussion of measurement model 2.

5.12 Theoretical Discussion

Figure 5.3 Estimated Model 2

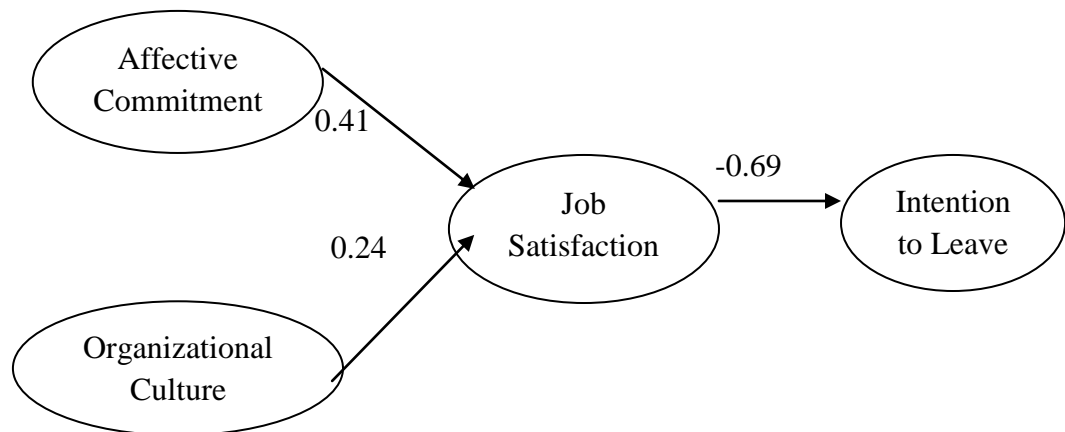


Figure 5.3 illustrated that one of our studied variables work motivation has been dropped due to its lower loadings. It presented that affective commitment (0.41 $p < 0.01$) and organizational cultures (0.24 $p < 0.05$) were positively correlated with job satisfaction. There was a strong, negative influence of job satisfaction (-0.69 $p < 0.01$) on intention to leave. Moreover, affective commitment has a moderate, positive influence on job satisfaction and organizational culture has a weak, positive influence on job satisfaction. Thus, the findings of SEM suggested that both affective commitment and organizational culture were the causes of the academic staff job satisfaction and intention to leave is the resultant behavior of job dissatisfaction or lesser level of job satisfaction. In another way, it may be concluded in general, affective commitment and organizational culture are antecedents of job satisfaction and intention to leave is its consequence. An extensive literature supported such relationship discussed in Chapter 1 and 3.

Having reviewed the two measurement models, the following table illustrates the comparison between statistics and goodness of fit indices of said models.

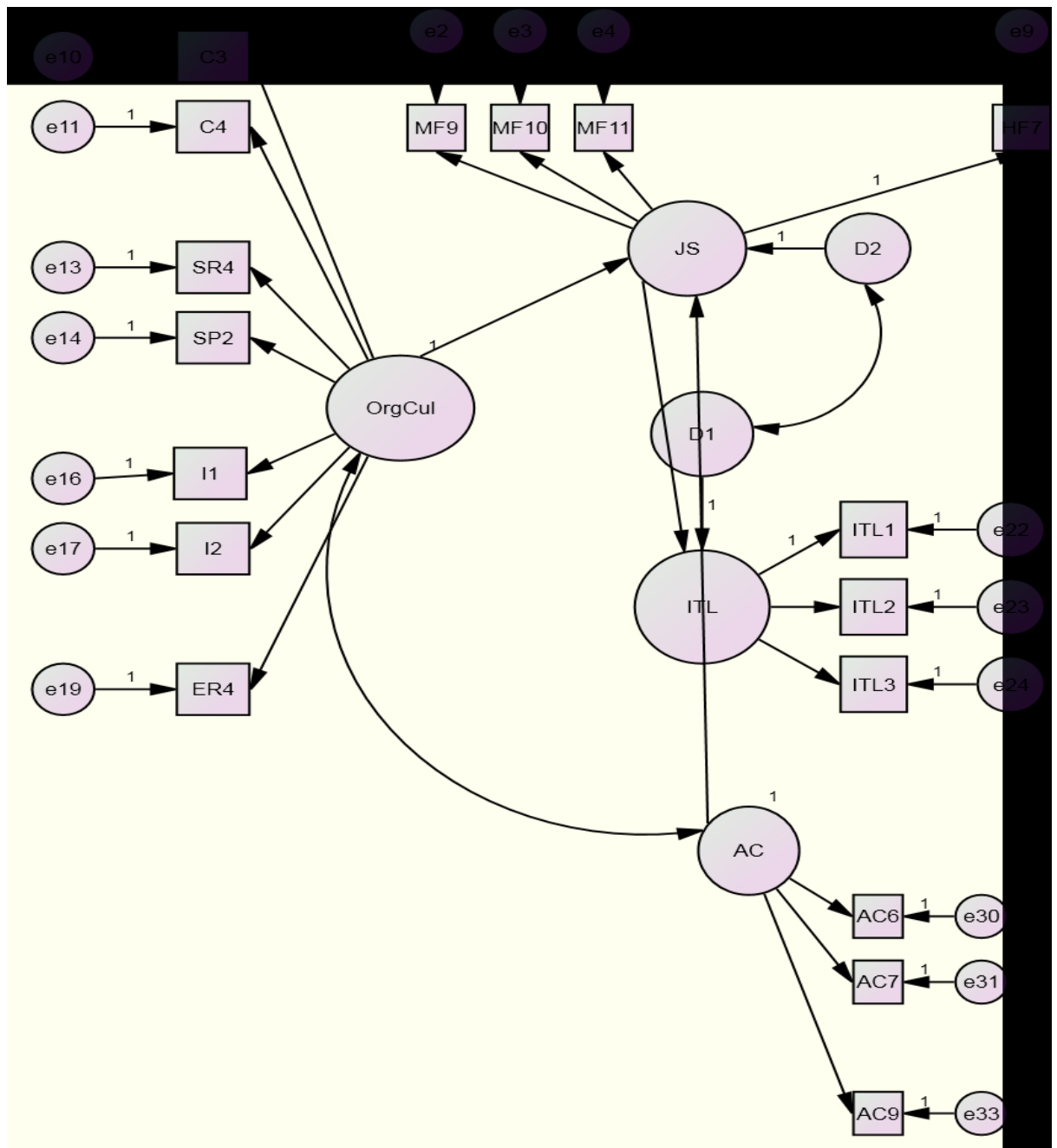
Table 5.17 Comparison of above discussed Two Measurement Models

Models	CMIN	DF	CMIN/DF	NFI	CFI	IFI	RMSEA
1	2349.68	1044	2.25	.74	.83	.84	.06
2	351.28	114	3.08	.87	.91	.91	.08

CMIN: Minimum Discrepancy DF: Degree of Freedom NFI: Normed Fit Index CFI: Comparative Fit Index IFI: Incremental Fit Index RMSEA: Root Mean Square Error of Approximation

Table 5.17 represents a comparison between the statistics and indices of measurement model 1 with measurement model 2. The chi-square value of measurement model 2 CMIN/DF is 3.08 that was quite higher than the measurement model 1 2.25. The values of both models illustrated that both models were statistically fit.⁶²⁴ The goodness of fit indices also significantly increased from NFI = 0.74, CFI = 0.83, IFI = 0.84 to NFI= 0.87, CFI = 0.91 and IFI = 0.91 respectively which indicated that these indices crossed the level of acceptable range. At the end the indices of RMSEA of both models stated that models were good fit. On the basis of results of chi- square and goodness of fit indices, we may conclude that measurement model 2 is perfect fit but it provides a little amount of information in comparison to measurement model 1.

⁶²⁴G. Garson, (2005), op. cit.



Results of Model 2

Scalar Estimates (Group number 1 - Default model)

Maximum Likelihood Estimates

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
JS	<---	OrgCul	.126	.056	2.248	.025	

			Estimate	S.E.	C.R.	P	Label
JS	<---	AC	.215	.062	3.456	***	
ITL	<---	JS	-1.444	.291	-4.958	***	
ITL1	<---	ITL	1.000				
ITL2	<---	ITL	.986	.044	22.187	***	
ITL3	<---	ITL	.843	.042	19.975	***	
AC6	<---	AC	.793	.052	15.241	***	
AC7	<---	AC	.601	.051	11.723	***	
AC9	<---	AC	.710	.060	11.821	***	
MF9	<---	JS	1.689	.216	7.816	***	
MF10	<---	JS	1.610	.206	7.814	***	
MF11	<---	JS	.852	.137	6.219	***	
HF7	<---	JS	1.000				
ER4	<---	OrgCul	.791	.064	12.352	***	
I2	<---	OrgCul	.687	.050	13.847	***	
I1	<---	OrgCul	.783	.050	15.679	***	
SP2	<---	OrgCul	.712	.053	13.392	***	
SR4	<---	OrgCul	.662	.052	12.647	***	
C4	<---	OrgCul	.762	.051	14.816	***	
C3	<---	OrgCul	.723	.053	13.705	***	

Standardized Regression Weights: (Group number 1 - Default model)

			Estimate
JS	<---	OrgCul	.241
JS	<---	AC	.409
ITL	<---	JS	-.694
ITL1	<---	ITL	.901
ITL2	<---	ITL	.908
ITL3	<---	ITL	.849
AC6	<---	AC	.810
AC7	<---	AC	.657
AC9	<---	AC	.662
MF9	<---	JS	.805
MF10	<---	JS	.804
MF11	<---	JS	.498
HF7	<---	JS	.489
ER4	<---	OrgCul	.662
I2	<---	OrgCul	.721
I1	<---	OrgCul	.787
SP2	<---	OrgCul	.703
SR4	<---	OrgCul	.674
C4	<---	OrgCul	.756
C3	<---	OrgCul	.715

Covariances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
AC <--> OrgCul	.787	.037	21.498	***	
D1 <--> D2	.256	.067	3.823	***	

Correlations: (Group number 1 - Default model)

	Estimate
AC <--> OrgCul	.787
D1 <--> D2	.532

Variances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
AC	1.000				
OrgCul	1.000				
D2	.170	.043	3.964	***	
D1	1.357	.192	7.058	***	
e22	.278	.039	7.137	***	
e23	.245	.037	6.694	***	
e24	.329	.035	9.323	***	
e30	.330	.046	7.217	***	
e31	.474	.046	10.276	***	
e33	.647	.063	10.228	***	
e2	.427	.061	6.985	***	
e3	.390	.056	7.010	***	
e4	.604	.053	11.353	***	
e9	.876	.077	11.397	***	
e19	.804	.072	11.124	***	
e17	.436	.041	10.700	***	
e16	.378	.038	9.935	***	
e14	.518	.048	10.844	***	
e13	.528	.048	11.051	***	
e11	.434	.042	10.338	***	
e10	.500	.046	10.746	***	

Appendix XXV Notification of remuneration of supervision and examining Theses

UNIVERSITY OF THE PUNJAB

1387
2-1-7-11

NOTIFICATION

It is hereby notified that the Syndicate at its meeting held on 22nd June, 2011 has approved the recommendations of the Finance & Planning Committee dated 15.06.2011 regarding enhancement of following rates w.e.f. Academic Session Fall 2011. They will be applicable in all the Institutes/Departments/Constituent Colleges/Centres/Gujranwala Campus uniformly.

1. Rates of Part-Time Teaching:-

Sr. No.	Designation	Existing rate per hour	Approved rate per hour
1.	Professor	Rs.900/-	Rs.1100/-
2.	Associate Professor	Rs.800/-	Rs.1000/-
3.	Assistant Professor	Rs.700/-	Rs.900/-
4.	Lecturer	Rs.600/-	Rs.800/-

2. Maximum ceiling of Part-Time Teachers:-

Sr. No.	Designation	Existing ceiling	Approved ceiling
1.	Professor	Rs.3,75,000/-	Rs.5,00,000/-
2.	Associate Professor	Rs.3,00,000/-	Rs.4,00,000/-
3.	Assistant Professor	Rs.2,25,000/-	Rs.3,00,000/-
4.	Lecturer	Rs.2,00,000/-	Rs.3,00,000/-

3. Payment of thesis evaluation (viva voce and supervision) under semester system:-

Sr. No.	Nature of Payment	Chairman/Principal/Director	Internal Examiner	External Examiner
1.	BS/MA/MSc.	Rs.1,500/-	Rs.3,000/-	Rs.1,500/-
2.	MS/M.Phil	Rs.2,000/-	Rs.5,000/-	Rs.2,000/-

✓ Rate of remuneration of paper marking for every program (i.e. B.A/B.Sc./M.A./M.Sc./M.Phil/MS/Ph.D.) under semester system including morning/afternoon/evening classes enhanced from RS.40/- per credit per student to Rs.80/- per credit per student.

5. The rates of invigilators under semester system to be increased from Rs.2/- per student to Rs.4/- per student.

NOTE: The examination fee received from the departments running under semester system will be transferred to respective departments. All the examinations related expenditures including Sr.# 3,4 and 5 above will be incurred from the examination fee/department dues with no liability on University Budget.

Admin Block
Quaid-e-Azam Campus,
Lahore.

Sd/-
PROF. DR. MUHAMMAD AKHTAR
REGISTRAR

No. D/386 /R.

Dated: 15.07.2011

Copy of the above is forwarded to the following for information and necessary action:-

1. All the Deans of Faculties
2. Director, Undergraduate Studies Centre
3. Chairman, Semester Implementation Committee
4. All the Heads of University Teaching Department
5. Controller of Examinations
6. Treasurer
7. Resident Auditor
8. Deputy Registrar (Academic)
9. Deputy Controller (Secrecy)
10. Secretary to the Vice Chancellor
11. Secretary to the Registrar

M. Azeem
A.I. 21/7/11

REGISTRAR
University of the Punjab
LAHORE.
PROF. DR. MUHAMMAD AKHTAR
REGISTRAR